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*COUNSELOR TRAINING, *GUIDANCE COUNSELING, *VOCATIONAL COUNSELING, *COUNSELING PROGRAMS, HIGH SCHOOL STUDENTS, LOW INCOME GROUPS, CULTURALLY DISADVANTAGED, *DISADVANTAGED YOUTH, EMPLOYMENT PROBLEMS, SCHOOL COMMUNITY COOPERATION, INSTITUTE TYPE COURSES, FOLLOWUP PROGRAMS, PHILADELPHIA, PENNSYLVANIA

A GUIDANCE PROGRAM WAS CONDUCTED IN AN EFFORT TO INCREASE THE PROFESSIONAL COMPETENCE OF HIGH SCHOOL COUNSELORS IN THEIR VOCATIONAL WORK WITH STUDENTS FROM LOW-INCOME GROUPS. SPECIFIC OBJECTIVES WERE (1) TO ENHANCE THE PARTICIPATING COUNSELORS' UNDERSTANDING OF THE ATTITUDES WHICH CULTURALLY DEPRIVED YOUTH HAVE TOWARD SUCH MATTERS AS EMPLOYMENT, EDUCATION, FAMILY LIFE, THEIR PLACE IN SOCIETY, AND THE WORLD BEYOND THEIR EXPERIENCE, (2) TO INCREASE THE COUNSELORS' KNOWLEDGE ABOUT CHANGING EMPLOYMENT CONDITIONS AND OPPORTUNITIES, AND (3) TO ASSIST IN THE DEVELOPMENT OF AN IMPROVED LIAISON BETWEEN SCHOOL GUIDANCE COUNSELORS AND INDUSTRIAL PERSONNEL. THE PROGRAM HAD TWO PHASES--(1) A 3-WEEK INSTITUTE, AND (2) FOLLOWUP ACTIVITIES AND PROGRAM EVALUATION LASTING APPROXIMATELY 10 MONTHS. FIFTY COUNSELORS WERE SELECTED TO PARTICIPATE IN THE PROJECT ON A VOLUNTEER BASIS. AT THE CONCLUSION OF EACH WEEK OF THE INSTITUTE, DISCUSSION GROUPS PREPARED SUMMARIES OF THEIR ACTIVITIES AND RECOMMENDATIONS FOR ACTION AND CHANGE IN THE ROLE OF THE COUNSELOR. EACH GROUP EMPHASIZED THE NEED FOR MORE EFFECTIVE COMMUNITY RELATIONSHIPS AMONG COUNSELORS, INDUSTRY, PARENTS, AND OTHER COMMUNITY AGENCIES. THEY ALSO BELIEVED THEY SHOULD HAVE A GREATER VOICE IN THE DEVELOPMENT AND CHANGE OF CURRICULUMS FOR DISADVANTAGED YOUTH. (JH)

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(HRD 422-65)

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FINAL PROJECT REPORT

Counselor Institute and Follow-Up Workshops, FINAL RE

Howard E. Mitchell, Ph.D.

Vocational and Technical Education
Grant Number OE 6-85-008

Vocational Education Act of 1963, Section 4(c)

ED 010281

THE HUMAN RESOURCES PROGRAM
THE UNIVERSITY OF PENNSYLVANIA
Philadelphia, Pennsylvania

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The development and conduct of this program was the result of the efforts of many organizations and individuals. The assistance and support of the following is particularly recognized: the Philadelphia Committee, Plans for Progress under the leadership of Dr. Charles E. Scholl of the Burroughs Corporation, and the School District of Philadelphia, represented by Associate Superintendent for Special Education and Pupil Services, Robert C. Tabor, and Miss Helen Faust. Dr. Edward Cahill, Research Associate of the Human Resources Program staff carried the responsibility for most phases of the evaluation and the collation of the final report. Miss Eleanor Webster edited the monthly project newsletter Focus and Mrs. Marie Dohan spent countless hours compiling an extensive bibliography for subsequent distribution to the counselors. The secretarial assistance provided by Mrs. Margaret Fields, Mrs. Carol Galvelis, and Mrs. Carol Sanctuary made the work of the rest of the staff much easier. Mrs. Sudarshan Khosla gave invaluable statistical assistance.

The cooperative efforts and sustaining support of each of the individuals, companies, and organizations mentioned in the Appendix made this a community project in the truest sense of the word.

The counselor participants showed by their increasing enthusiasm throughout the Institute and Workshops, the value of recognizing the part that each person contributes to the whole of human development.

Finally, to Mr. Donald Thomas, of the Chrysler Corporation, and National Plans for Progress committee, special mention must be given for his inspiration and encouragement of this project.

Howard E. Mitchell, Ph. D.
Project Director

PRESIDENT GAYLORD P. HARNWELL, UNIVERSITY OF PENNSYLVANIA,
ADDRESSING COUNSELORS AND PROJECT COLLEGE BOUND STUDENTS

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1. Background of Interest and the Problem

The Human Resources Program (HRP) was established at the University of Pennsylvania by President Gaylord P. Harnwell in April, 1964, as a mechanism through which student, faculty and administrative efforts might be more immediately coordinated in the areas of education and industrial and human relations pertaining to programs of equal opportunity and social change. Policy is enunciated by a Human Resources Council, drawn from the University's faculties and chaired by Dean Jefferson B. Fordham of the Law School.

In the initial year of operation the HRP staff conducted a six-week Summer residential educational and vocational program and follow-up study of 100 male unemployed high school dropouts. Financed by a grant from the Cooperative Research Branch, U.S. Office of Education (Project Code No. Z-002, Contract SAE OE-4-10-274), it was a pilot project for the development and submission of a proposal to operate an Urban Job Corps Training Center for Males under the Economic Opportunity Act of 1964.

Other projects developed and carried out during 1964-65 were the production of a thirteen-week televised course on Negro History and Culture including an evaluation of its effectiveness to selected audiences; in order to better prepare graduate teaching interns to meet the challenges of the inner-city school, the HRP staff offered an interdisciplinary course, "Education in Large Urban Areas", in the Spring of 1965. The course focused on factors affecting education in major cities and gave special attention to the "culturally disadvantaged" child.

In addition, the Director of the HRP participated on The University Committee which developed a reciprocal relationship between the University of Pennsylvania and Morgan State College in Baltimore. The Director also participated in the

Equal Opportunity Conference: The Job Aspects, held at the University of Pennsylvania, November 1964 by the Labor Relations Council, Wharton School of Finance.[1] The HRP has also completed an intensive transitional program for fifth college-bound youth of low-income backgrounds in the Summer of 1965 on the University of Pennsylvania campus.

Each of the above programs has been developed from a conceptual model or stated objectives or hypotheses. Systematic data from this project has been collected and presented by HRP staff to some twenty local, state and national professional meetings.

The HRP, in light of its experience during the initial year, was interested in coordinating the proposed program along with Plans for Progress and the participating school districts to improve the effectiveness of the school counselors in their vocational work with low-income youth. We are in the midst of such basic social changes that it is imperative that the vocational training of teachers and counselors in sensitive roles be afforded the best information available and stimulated toward creative approaches. These basic social changes have accentuated the problem of providing adequate and pertinent vocational education for junior and senior high school guidance counselors. In fact, the rapidity of some of these changes has outmoded and outdated the counselors' education and techniques to the extent that it is apparent that institutes, seminars and other educational programs to re-educate and reorient school guidance counselors, particularly those counselors who are working in the low income areas of our nation, need to be provided.

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[1] The papers delivered at this conference have been published in The Negro and Employment Opportunity, edited by H. R. Northrup and R. L. Rowan, University of Michigan, Ann Arbor, 1965.

As indicated by reports from business, industry, labor, government and education, the problem of providing vocational guidance for the youth from low-income areas has become quite critical. These same reports have consistently indicated that our presently inadequate vocational guidance program for low-income youth has two major deficiencies: (1) the school counselors, as a group, often lack essential knowledge about low-income, disadvantaged youth; and (2) the limited rapport between the business-industrial complex and the school vocational guidance program has partially resulted in a potential labor force with "improper" attitudes about employment and its relationship to education. Furthermore, it is apparent that industrial leadership has limited knowledge concerning the role of the school counselor.

2. Related Literature

"It has been well established that disadvantaged students have unique problems requiring unique answers. Among other helps, they need understanding teachers and guidance workers."[2] The need for guidance workers and/or counselors is further reinforced by the fact that a high percentage of unemployment is due to "the lack of job information or of job and place mobility... and by the failure to comprehend the need or have the opportunity for upgrading previously required skills to meet contemporary demands."[3]

In meeting the need for more competent junior and senior high school guidance counselors, it is essential that those who work in low-income areas become aware of the significance of the socio-economic background of their students' behavior, examine their attitudes toward the environment outside the school, and learn how to make better use of available community resources via improved liaison with the business-industrial complex. These specific needs of the junior and senior high school guidance counselors have been documented by Wrenn,[4] Hutson,[5] Hollis,[6] Hartly,[7] Miller,[8] and Metzler.[9]

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[2] Reed, H. J., "Guidance and Counseling", Journal of Negro Education, 33:285, Summer 1964.

[3] Manpower Report of the President, Superintendent of Documents, U. S. Government Printing Office, p. 24, 1964.

Additional evidence of the need for special guidance counselor programs is elicited from Schreiber. When he suggests that it is important that the counselor understands some of the values and strengths of a culture that is different from his own, that he study the family and community more of different groups for what he can learn from them, not only for what he can do for them.[10]

It is fundamental that school guidance counselors utilize their unique role and talent to assist the student in making a relatively smooth transition from full-time school to a full-time employment. As previously stated, there is a crucial need for counselors to become more acquainted with and form a stronger relationship with government, employment services, business and industrial personnel and other agencies which can assist the student in making this transition.

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4. Wrenn, C. Gilbert, The Counselor in a Changing World, Washington, D. C., American Personnel and Guidance Association, 1962, pp. 139-42.

5. Hutson, Percival W., The Guidance Function in Education, New York, Appleton-Century-Crofts, 1958, pp. 102-104

6. Hollis, H. W., "General Objectives of the Counselor Education Program", Teachers College Journal, 35:224-5, May 1964.

7. Hartly, David and Hedlund, Paul A., Reactions of High School Seniors to Their Guidance Programs, New York, New York State Department of Education, 1962.

8. Miller, Carroll H., Foundations of Guidance, New York, Harper and Brothers, 1961.

9. Metzler, J. H., "Evaluating Counseling and Guidance Programs", Vocational Guidance Quarterly, 12:285-9, Summer 1964.

10. Schreiber, Daniel, The School Dropout, Washington, D. C., National Education Association, 1964.

Bloom, Davis and Hess have re-emphasized the need for special junior and senior high school guidance counselor programs to equip the counselors to work effectively with low-income and minority groups when they state, "With very rapid changes in the civil rights movement and its effect on occupational opportunities, Negro students must have up-to-date occupational information. Also, they must have more educational and vocational guidance than other students."[11]

Conant supports the thesis that adequate and effective vocational guidance counseling is essential to and a part of the students' educational experiences when he states, "I submit that in a heavily urbanized and industrialized free society the educational experiences of youth should fit their subsequent employment."[12]

These desirable and much needed vocational guidance programs can be attained by providing the junior and senior high school guidance counselors with the types and kinds of educational programs that will equip them with the knowledge and techniques necessary to work with all students, particularly those living in low-income areas.

3. Objectives

To increase the professional competence of the high school guidance counselors in their vocational work with pupils of low-income groups, the following objectives were established for the guidance counselor program:

A. To enhance the counselors' understanding of the attitudes which "culturally deprived" youth have toward such matters as:

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[11] Bloom, Benjamin S., Davis, Allison and Hess, Robert, Compensatory Education for Cultural Deprivation, New York, Holt, Rinehart and Winston, Inc., 1965, p. 32.

[12] Conant, James Bryant, Slums and Suburbs, McGraw-Hill Book Co., Inc., 1961, p. 40

employment, education, family life, their place in society and the world beyond their experience.

B. To increase the counselors' knowledge about changing employment conditions and opportunities.

C. To assist in the development of an improved liaison between school guidance counselors and industrial personnel.

4. Procedures

A. General Design

The guidance program had two phases: (1) The Institute, conducted from July 19 to August 6, 1965, Monday through Friday, 9:00 a.m. to 4:00 p.m.; and (2) the Follow-Up, including program evaluation, September 1, 1965 to July 19, 1966.

Phase "1", The Institute, had the following facets:

(1) A series of lectures by University faculty, business, industry, labor and government presented information related to the improvement of the professional competence of the high school guidance counselors and to enhance their understanding of the attitudes which "culturally deprived" youth have toward such matters as: employment, education, family life, their place in society and the world beyond their experience. The staff of the Human Resources Program (HRP) had just completed giving such information to graduate teaching interns and had assembled meaningful documentary films, visual aides and adjunct materials which were utilized. Included were lectures which dealt with the preparation of students for vocational education programs,

employment, post-employment opportunities for development and knowledge about the growing number of post-high school training programs. In addition, vocational-education personnel as well as others presented information pertaining to the aims, philosophy and intent of vocational education programs today.

In order to effect direct counselor involvement and the development of projects, the fifty counselors were assigned to sub-groups of ten each to discuss the lectures and develop ideas and projects. From the material presented, discussions centered upon typical counseling problem situations; and the "problem-solution" discussion technique based on the phase technique discovered by Bales and Strodbeck,[13] as adapted by Howell and Smith,[14] was followed.

(2) Intermingled with the lectures were sponsored tours arranged by the Plans for Progress Ad Hoc Philadelphia Committee to designated business and industrial plants. Included in the tours was the opportunity for the counselor to talk with recent high school graduates of low-income and/or minority youth who were employed.

(3) As a result of the lectures, small groups discussions and tours, the counselors were expected to develop small group or individual projects which were conducted during the 1965-66 academic year. The HRP staff provided technical assistance in the design of the projects.

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13. Bales, R. F. and Strodbeck, F. L., "Phases in Group Problem Solving", Journal of Abnormal and Social Psychology, 46:485-495, 1951.

14. Howell, W. S. and Smith, D. K., Discussion, New York, Macmillan, 1956.

Phase "2", the Follow-Up, had the following features:

(1) A monthly Employment Opportunity Newsletter was published by HRP and distributed to industry, business, labor, the University and the high school counselor group. Information for this Newsletter was solicited from industry, the University, business, labor, government and the school counselors.

(2) In addition to the technical assistance provided by HRP staff for the school counselors, two one-day Workshops, in November 1965 and March 1966, were conducted for the purpose of program evaluation, group critique of project reports and to give the counselors new areas of information pertaining to vocational education and guidance.

B. The Counselor Participants

Counselors participating in the Institute were selected on a volunteer basis. Thus we may presume that they were highly motivated to develop themselves for the work with youths from low income backgrounds and to fill in gaps in their own academic training. Since we do not know how representative the participants may be of all counselors working with such youths, generalizations must necessarily be limited to these participants.[15] The median age of the participants was 47.8 years (Table 1), with a median of 6.5 years experience teaching and 8.1 years experience as counselors. Only one person did not have a college degree and one holds the doctoral degree. The median education level

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[15] Although the counselor participants were not drawn on a strict random sample basis, in education, counseling and teaching experience, they compare favorably with the respondents in Mazer's study of school counselor practices. See Gilbert E. Mazer, "The Factorial Dimensions of School Counselor Practices," Journal of Counseling Psychology 12:2, pp. 127-132, 1965.

TABLE 1

Biographical Characteristics of the 50 Counselor Participants

							Median
Age:	Years: 20-29 (4)	30-39 (7)	40-49 (18)	50-59 (20)	60 plus (1)		47. 8 years
Highest Level of Education:	Some college (1)	Bachelor's Degree (1)	B. A. plus credit toward M. A. (11)	Master's Degree (11)	M. A. plus credit toward Ph.D. (25)	Ph. D. (1)	M. A. plus credit toward Ph. D
Teaching Experience:	Years: None (4)	Less than 1 (2)	1 or 2 (8)	3 or 4 (8)	5 - 10 (14)	10 plus (14)	6. 5 years
Counseling Experience:		2 (2)	4 (4)	10 (10)	15 (15)	19 (19)	8. 1 years
Annual Salary:	$5,000-5,999 (6)	6,000-6999 (8)	7,000-7999 (11)	8,000-8,999 (23)	9,000-9,999 (2)		$8,000

was a Master's degree plus credit toward the doctorate. For the school year ending in June, 1965, the median salary for the group was $8000.

Thirty-three of the participants were females and seventeen were males. There were no statistically significant differences between the sexes regarding mean age, income, formal education, teaching and counseling experience. Two of the counselors were from the Camden, New Jersey school system, two from Chester, Pa., two from Prince Georges County, Maryland and the other forty-four were from the Philadelphia public school system.

5. The Institute

A. Lectures

Lectures by invited specialists and the HRP staff from various disciplines provided the theoretical and conceptual insights for the practical problems raised in panel discussions or encountered on the industrial field trips. The Institute was so structured that the inputs from the lectures would be hopefully carried into the small unit group discussions and digested. A general impression is that the lectures not only stimulated new ideas and ways of thinking about the counselor role but helped the counselors to reinforce their professional self-images.

Albert S. Thompson, Professor, Department of Psychological Foundations and Service, Columbia University, addressed the Institute on the topic, "Changing Concepts on Current Thinking about Vocational Guidance." In his opinion, changing manpower needs are creating a new challenge to vocational education. Guidance counselors cannot meet this challenge as long as four current fallacies persist. These fallacies are that: (1) an individuals' working life is organized around one specific occupation; (2) most future occupations will require longer training periods; (3) the unemployed labor problem can be solved by keeping youth in school longer; and (4) the public has a responsibility to pay the cost of developing a labor force with the skills necessary to maintain the economy. Professor Thompson explained that recent studies have shown that an individual's career is multi-occupational, that vocational preparation should be short term, that the solution to unemployment is a simultaneous work/study program and that job skill training is the responsibility not of society, but of the employer. The demographic characteristics of low income and minority populations, and the relationship of these groups to the labor market in Philadelphia were the topics of two lectures by Everett S. Lee, Director of the Population Studies Center of the University of Pennsylvania. In his lectures Dr. Lee discussed the demographic aspects of discrimination against minorities, noting that discrimination is often caused by factors inherent in the environment in which the minority lives. To free himself from his environment, an individual must advance economically. Many poorer families however, are unable to better their material position because of the economic burdens of a large number of children in the household. An individual from such a family may thus be caught in a cycle of poverty. A decrease in birth rates is almost synonymous with an increase in wealth.

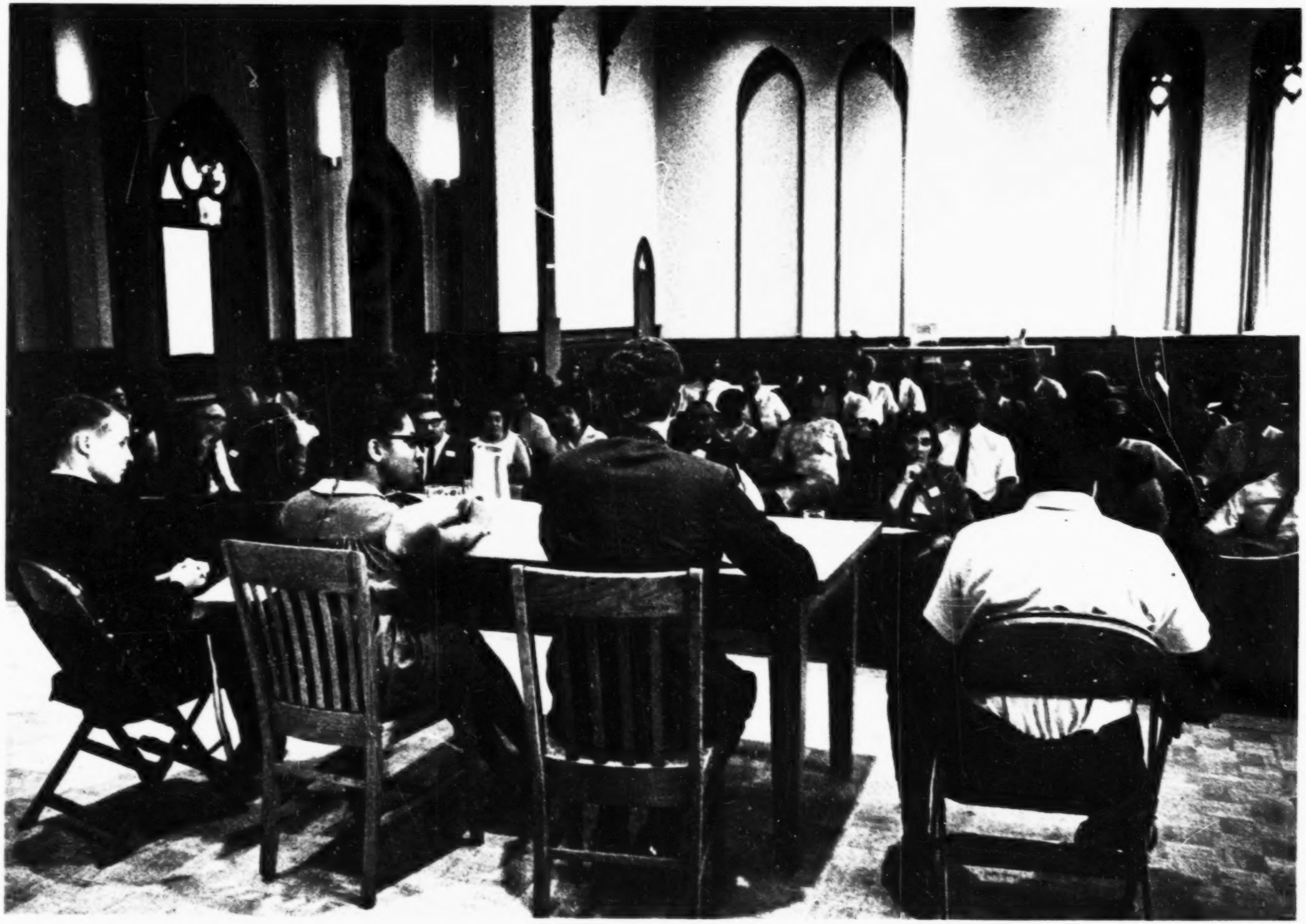
Another University of Pennsylvania professor,Arthur B. Shostak, discussed the outlook for the blue collar worker. Drawing on his personal experiences with the Philadelphia Anti-Poverty Program, he emphasized the need to destroy the myth of compensatory discrimination. All too frequently the individual separates himself from the rest of society and then feels he has been discriminated against. His efforts to advance often meet with disapproval from his family. "They seek to separate my son from us," is a common complaint of the minority parent whose child is striving to improve himself. Another frequent lament is, "I got a job, but they laid me off because I was Negro." Actually the person may have lacked the skills necessary to perform the job. The community action program must make the minority group member aware that "he" is "they" and, therefore, is capable of exerting the pressures necessary to destroy the inequities confronting him.

Employment is a problem not of mass, but of class unemployment, George W. Taylor, Harnwell Professor of Industry, University of Pennsylvania told the group. The unemployed generally are those who have been displaced by technology and then are considered either incapable of or too old for retraining. Chronic unemployment, therefore, is particularly devasting to minority groups, particularly the Negro, who finds himself inadequately prepared to compete in the labor market.

Suggestions for abolishing the inequities of class unemployment were the subject of a discussion by Ruth W. Prywes, Social Worker in the Graduate School of Social Work at Bryn Mawr College. Mrs. Prywes recommended various methods for alerting and preparing such students to the range of employment opportunities and openings. She advocated the development of: more work/study projects; student orientation to industry through summer employment and industrial tours; and school career conferences designed to overcome the inequities which Professor Taylor had mentioned.

The Director of the Documentary Film Department of the Annenberg School of Communications, University of Pennsylvania, Sol Worth, moderated a series of films which his students had produced during the year. The films were documentaries depicting aspects of the environment of a minority group. They vividly portrayed the psychological conflicts confronting the minority group member, particularly that of breaking away from the familar way of life in order to move to more challenging jobs, and the seeming futility of trying to advance against so many odds. Reactions to the films varied greatly among the counselors, providing an excellent focus for subsequent discussions about the environmental problems and outlook of the low income minority. During the third week of the Institute, emphasis was placed upon the development of adequate vocational programs to meet today's needs. Kenneth B. Hoyt, Professor of Education, University of Iowa, addressed his remarks to two major areas of concern 1) vocational development in a changing society, and 2) the specialty oriented student research program. Professor Hoyt stated that counselors have failed to exert sufficient influence to alleviate the uncertainty so revealing among today's students. This uncertainty which reflects a widespread social unrest, springs from occupational insecurity, the problems of adaptability, educational costs and the need to retain one's individuality in a complex and demanding society. These are among the factors which influence all our decisions. If the individual is aware of these factors, some of the uncertainty is alleviated. Counselors must help students realize that although life is growing more complex, it is not necessarily growing more chaotic. In helping the youngster decide what to do, the counselor should guide him in a way that will enable him to cope with change, as well as provide him with knowledge of current job opportunities.

Society's needs can best be met by meeting needs of the individual. Professor Hoyt suggested that counselors: 1) classify students according to basic educational motivations, 2) make available knowledge of technical and business training opportunities for non-college students, 3) place students in schools which satisfy their needs, instead of insisting they go to "prestige" institutions and 4) develop standardized tests and inventories to help students enter the right trade, technical or business school.



DISCUSSION OF COUNSELOR ROLE WITH PANEL OF PROJECT BOUND STUDENTS

B. Panel Discussions

Panel discussions exposed the participants to several viewpoints on counseling. Panelists included high school students, as well as counselors, industry representatives, government personnel and academicians. Through these dialogues the counselors became more aware of the complexity of the task and the enormity of the challenge in the preparation of their students.

Key issues in the vocational guidance of low income youth was the topic of the first panel discussion. Chaired by Dr. Howard E. Mitchell, the panel was comprised of two Philadelphia high school counselors. They presented issues which they had found to be of central importance during their careers as they discussed the topic, "Key Issues in the Guidance for Vocational Development of Low-Income Youth." This panel discussion made manifest many of the central themes of the Institute as received by the counselors themselves. A second panel was comprised of three recently graduated high school students who were participating in, Project College Bound, a college preparatory program for under-privileged youth. Each maintained that in his own experience counseling suffered from the fact that the counselors were too busy with disciplinary problems to advise wisely regarding career and educational choices. Far from gaining his advisees' respect and confidence, the counselor was regarded as being indifferent to the problems of the non-college bound or average student.

How to find a job, the initial job experience and opportunities for advancement on the job were topics explored during discussions with industry personnel. They stressed educational areas which prepared students for careers, stated what they expect from new employees and suggested procedures, which if followed, would benefit counselors who were trying to place students.

The industrial panelists made the counselors aware of the necessity of orienting students to industry's expectations, and of the necessity of counselor, community, and business working together to assist youth in making vocational choices. The youngster must be encouraged to explore the working world and learn what job opportunities are available to him if he possesses the proper qualifications.

Panels on counseling students in vocational choice, ways of improving communication between school counselors and industrial personnel, and prevocational training opportunities included panelists from industry, governmental service organizations, and school administration. They explored ways in which counselors could be responsive to industry's employment requirements and opportunities for advancement. Career choice is an individual decision, it was pointed out, but it is an individual decision which demands that a person be familiar with alternatives, and the advantages of the career he has chosen. This necessitates school, community, business and parental co-operation.

Informing students of career possibilities is a time consuming task, and one which the already overburdened guidance counselor cannot realistically do on an individual basis. It was, therefore, recommended that career nights, or group counseling sessions be utilized as methods by which the different groups interested in vocational choice could work together to provide accurate evaluations of jobs for students. It was also urged that counselors take cognizance of long range employment forecasts and encourage students to enter occupations where future demand will be the greatest.

Although the areas covered in the panel discussions differed widely, and despite the fact participants were of diverse backgrounds, the points they reiterated were similar. The counselor has failed to reach the non-academic student.

To do so he must re-evaluate his guidance program and re-assess the employment possibilities available to high school graduates who do not intend to go on to college.

C. Field Trips

The counselors were randomly divided into three groups for the afternoon field trips. It was felt that the smaller groups would stimulate more discussion between the counselors and their hosts, and create a more informal atmosphere as they toured the industry. Each group then visited six of the fourteen industries. They learned about the ones they did not visit personally through group discussions. The companies visited were: Smith, Kline and French; Bell Telephone Company of Pennsylvania; Scott Paper Company; American Retailers Association; General Electric Company; Westinghouse; Sealtest; Philadelphia Transit Company; Chilton Company; KYW; Dupont de Nemours Company; Philco; Sun Oil Company; and Wyeth Laboratories.

The field trips to fourteen industries in the Philadelphia area gave the counselors first hand knowledge of industry's entry occupations for high school graduates. This augmented their practical knowledge of their professional role, whereas the lectures emphasized the theoretical and academic approaches to counseling. It gave them insight into industry's manpower needs, and also the specific personnel qualification, pay differentials, benefits, union-management agreements, opportunity for advancement, educational programs and application procedure of the various companies. This knowledge should enable them to guide their students towards industries which need unskilled employees or which provide on-the-job training for such personnel. Furthermore, having learned about industry's needs, they could cite specific instances of the value of the

A POINT OF TECHNICAL INFORMATION IS MADE TO COUNSELORS ON AN INDUSTRIAL TOUR necessity of post high school vocational training when advising their graduates to obtain such experience.

Perhaps the most valuable part of the trips, was the informal liaison which developed between the counselors and employment personnel. By discussing employment practices both groups gained a better understanding of the problems confronting the other. Counselors learned steps which they could advocate to their students to make the employment interview more meaningful. Employment personnel heard the counselors' suggestions on how to develop the latent potential of their less articulate employees from culturally deprived environments. Nevertheless, the initial reaction to the field trips, as shown in the evaluative data (Section 7A) varied. All suffered because of insufficient time for the HRP staff to orient business and industry to the unique needs of the counselor group. On the other hand, some industries which depend entirely upon highly skilled technical and scientifically trained employees, should not have been included. They have few or no entry positions for low-income, non-college bound youth who at best often graduate with educational deficiences.

D. Unit Group Discussions

The counselors participated in unit group discussions in which they conversed about the lectures they heard and field trips they took; articulated their professional attitudes; and developed projects to conduct during the 1965-'66 academic year. At the conclusion of the Institute each group summarized their discussions and outlined their projects. There were ten areas on which they felt that counseling and guidance needs to change.

The major areas discussed and the conclusions which resulted were:

1) Counseling is a profession which must be responsive to changes in society.

Therefore, summer institutes, workshops, and field trips should be scheduled regularly to help counselors keep abreast with the rapid changes in society and the counseling profession.

2) There are numerous inequities in our social system which could be alleviated with federal assistance. The counselors recommended that federal funds be allocated to establish work-study programs for economically deprived youth. They felt these programs would encourage communities and industries to train capable but less qualified personnel for advancement.

3) The demands created by the complexity of modern society can only be met if today's child is trained for tomorrow's labor market. To assure that this is done, closer liaison must be established among the schools, industry and unions. Improved communication would make school administrators and counselors more responsive to fluctuations in the labor market. This, in turn, would increase the relevancy of the advice they give their students.

4) Co-operation must also extend to the community and the home. Parents, community leaders and faculty must consciously seek to help one another prepare youth for satisfying careers which maximize their potential.

5) Discrepancies exist in the quality of the vocational placement services within the school system. The school district's pupil personnel department has also failed to take the initiative to adequately meet students' needs. Additional psychiatric, psychological and counseling staff should be employed to assist school counselors in dealing with hard-core guidance and counseling problems.

6) Present day high school curriculums do not meet many students' needs. They should be re-evaluated and the necessary changes implemented.

7) The urban school lacks the guidance facilities necessary to deal competently with the marginal student. The potential dropout has to be convinced that he should complete his education.

8) Counselors occupy a unique position in the school. Their talents should be better utilized by giving them a greater role in school policy planning.

9) Vocational guidance is an essential part of the school curriculum. Teachers, as well as counselors, must be trained to guide students.

10) The student needs to be given a realistic appraisal of the working world. He should be made to realize the gap which exists between his training and industry's demands, and be shown methods of alleviating it. The counselor must, also, instill a sense of responsibility in the student and make him cognizant of the fact that a successful employee's education never ends.

E. Data Gathering Procedures

An expressed purpose of this Institute was "to improve the effectiveness of school counselors in their vocational work with youth from low-income backgrounds". It was recognized that not only would the horizons of the counselors be broadened by academic discussions, visits to industry, panel and unit group discussions, but also by learning from each other some of the problems of counseling youth from low-income backgrounds and some techniques for improvement of the system within which counselors must operate. To accomplish this, six questionnaires were given to the participants during the course of the Institute covering a wide range of the counselors' role and their attitudes toward their jobs. Some of the data thus obtained are presented and analyzed in Parts 7 and 8 of this report. Condensed forms of four of these questionnaires may be found in the Appendix.

The first two questionnaires, pertaining respectively to descriptive data of each counselor and to the school guidance program were duplicates of the questionnaires used in Project Talent, Cooperative Research Project No. 635 sponsored by the U. S. Office of Education.[16] The third questionnaire, "Job History and Job Involvement Inventory" was drawn from several sources, viz., the questionnaire developed and used by Lodahl & Kejner in their study of job involvement of nurses and engineers,[17] the questionnaire used in the national study of psychiatric aides,[18] and a questionnaire used in a study of occupational mobility.[19] An evaluative form of the three week summer Institute was given the last day of the summer session which covered generally and in detail the various aspects of the Institute. Additional information was sought regarding what the counselors felt should be discussed in the Follow-up workshops.

The fifth and sixth forms attempted to measure the changes that had taken place in counselors attitudes toward their work and in the school situation since the beginning of the Institute. The fifth form was administered at the Follow-up workshop March 21, 1966 and the sixth form was mailed June 2, 1966. Information regarding projects developed and worked with during the school year was sought by means of a questionnaire mailed to the participants during the last month of the school year. Except for this report on projects, all other questionnaires were given anonymously.[20]

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[16] Permission was kindly granted by Project Talent to reproduce and use these instruments.

[17] Lodahl, T. M. and M. Kejner, "The Definition and Measurement of Job Involvement", Journal of Applied Psychology, 49:24-33, 1965

[18] The Psychiatric Aide in State Mental Hospitals, U. S. Department of Health, Education and Welfare, National Institute of Mental Health, Public Health Service Publication No. 1286, March 1964.

[19] Cahill, Edward E., Occupational Mobility In A Tri-Racial Isolate, Catholic University of America, Washington, D. C. 1965. Appendix.

The data thus gathered will be analyzed in more detail as time permits. This report contains some of the more impressive results from the data.

6. The Follow-up Workshops and Newsletter

A. The Workshops

The first workshop, November 22, 1965, stressed the promise of proposed counselor projects. It also emphasized guidance programs instituted for the culturally deprived in other urban communities. At the March 21, 1966, workshop, new approaches for improving the competence of guidance personnel were discussed. Both programs were planned to enthuse the counselors and to recognize their professional attainments during the Institute.

The morning session of the November workshop was devoted to a theoretical approach to counseling and a discussion of projects counselors had undertaken. George E. Leonard, Professor of Education and Director of Guidance, Wayne State University, Detroit, Michigan, addressed the group. He stressed the counselor's responsibility to make minority youth conscious of employment opportunities. To do this successfully, the counselor must: (1) try to involve the student in activities which would help him overcome his background; (2) make the student realize that he, not society, is responsible if he fails; (3) provide the counselor with persons who have succeeded despite the same handicaps the child has; and (4) increase the child's self respect by convincing him that somebody has faith in him.

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[20] To insure anonymity each counselor selected a number from a box and used this code number for all six questionnaires.

Mr. Ramon Scruggs, Public Relations Manager, American Telephone and Telegraph Company, was the luncheon speaker. He stressed that educational leaders must be aware of the opportunities industry provides for Negroes. He, like Professor Leonard, emphasized that the minority, low-income student should have the opportunity to meet successful minority group members to reinforce his self-confidence in his chances for success. Positions are available if the individual has the encouragement, the initiative, and the capabilities to succeed.

After lunch the counselors met with five employment interview teams from industry. They role played the initial employment interview with counselors first acting as job candidates and later as employment personnel. The industrial representatives then discussed with the counselors how high school youth might be better prepared for the initial employment interview.

The final workshop permitted the counselors to review their accomplishments of the past year and discuss ideas and projects they hoped to develop in the future. After Dr. Howard E. Mitchell, Director of the Human Resources Program, reported some of the findings of the Institute data, a panel consisting of a guidance counselor, a classroom teacher, and a school principal discussed the topic, "New Light on Counselor-Teacher Relationships". According to the guidance counselor, relationships between the counselor and the individual student must be strengthened, and both the teacher and the counselor must view the student as an individual. The teacher then pointed out that to achieve this, the counselor must make an effort to appreciate the special conditions of the teacher's relationship with a student in the classroom situation. The final panelist, a high school principal, stressed that many facets of the counselor's task require that he be able to communicate with the faculty, the administration, the parents and the community as well as with the student. The promise, as well as the problems, of such communication were revealed in the discussion which followed.

Mr. Harvey T. Stephens, executive vice-president of Automatic Retailers of America, Inc., was the luncheon speaker. His analysis of increasing manpower needs, particularly in the service industries related to health, education and welfare, was optimistic, and he appealed to the counselors to familiarize themselves with these trends and requirements so that they might more realistically advise and challenge their students to prepare for a meaningful future after completion of high school.

At the afternoon session of the Workshop, the counselors explored the question "Where Do We Go From Here?". Among the points on which there was considerable consensus were the recommendations that:

(1) Professional standards for counselors be clarified and formalized.

(2) Projects to provide students with better career information continue to be developed in the schools.

(3) Counselors explore and utilize any community resources which would enhance their understanding of the social and economic environment of their students.

(4) Counselors continue to seek and develop more effective methods and information for vocational advising.

In conclusion, a representative from industry summarized the mutual commitment industry and counselors have to improve vocational guidance in the schools and pointed out some of the directions which this cooperation might take.

It is apparent that industry representatives and counselors have been enthusiastic about the Follow-Up Workshops. For the counselors, the Workshops provided a forum for exchanging ideas, an occasion for becoming acquainted with their colleagues, and an opportunity to assess some of the changes occurring in their profession. For industrial personnel, it had been an opportunity to become acquainted with guidance counselors, and become aware of areas in which they can help the educational system train tomorrow's labor supply.

B. The Newsletter

A newsletter, Focus-On-Progress, was published five times during the year to acquaint the counselors with new trends in guidance and counseling which would be of interest to urban school counselors serving low-income families. The objective was to increase their sense of professionalism by providing them with an outlet in which to express their opinions of counseling and describe projects they had undertaken. Local, industrial employment practices, job expectations of minority youth, and recent publications in the field were also presented. The newsletter provided the Human Resources Program with an important contact with the counselors after the Institute and between workshops.

Although the actual editing and publishing of Focus-On-Progress were done by the HRP staff, counselors were actively engaged in collecting material, and deciding what should be published. Five counselors served on the eight man editorial board which reviewed the newsletter before each edition was published. The editorial meetings proved invaluable for another reason. By working with the counselors on the board, staff members became more perceptive to the needs and interests of all Institute participants. This made it easier for them to assist counselors who asked for advice

"Project Corner" and "Industry Line" were two regular features in the newsletter. "Project Corner" contained brief narratives about projects counselors had undertaken. They described the techniques and effectiveness of their undertakings, and pointed out pitfalls other counselors could avoid if they chose to initiate a similar project. "Industry Line" the other feature, reviewed industry's educational reimbursement plans, personnel qualifications of employees, industry's efforts to help guidance counselors orient students to employment possibilities, and long range employment needs.

A major portion of Focus-On-Progress was devoted to reviews and abstracts of current books and articles related to counseling. We hoped these articles would stimulate the counselor's interest in professional literature and encourage them to explore unfamiliar facets of counseling. Several counselors commented that this aspect of the newsletter was invaluable. Their hectic schedules did not permit them to peruse professional literature regularly. The reviews and abstracts, however, enabled them to direct their interests to the most recent information in their field.

The newsletter did not have a specific editorial policy, but after the first issue we realized the counselors wanted some editorial comment. Therefore, members of the HRP staff and a member of the Plans for Progress steering committee wrote articles questioning specific aspects of counseling and suggesting different methods by which the counselor could perform his professional duties more effectively. The importance of industry and educators working together to provide students with a realistic appraisal of employment opportunities and the necessity of developing the professionalism of counselors were emphasized in the editorials.

At first the counselors were reticent to submit articles. However, as the year progressed, many of them sent in articles or information for Focus-On-Progress. Others found that their school obligations were too great to permit them to write even a short note saying what they were doing. Despite this handicap, one-third of the material used in the final newsletter was written by counselors. Thirteen counselors submitted at least one article or project description included in the newsletter. Five of the counselors had two or more articles published. Furthermore, as each issue went to press, we found that the counselors were responsible for more information and took a more active interest in the newsletter.

The newsletter served a dual purpose. It enabled Human Resources Program to maintain contact with the counselors and helped alleviate the counselors' ignorance of aspects of their field. This was extremely important, since the evaluative data showed that only one-half of the Institute's participants subscribed to professional literature or belonged to a professional organization in their field.

7. The Results

A. The Evaluation of Institute by Counselors

(1) Reaction to components of Institute

At the end of the three week session the participants were asked to evaluate each of the major areas generally (cf. Table 2) and to evaluate specifically the individual lectures and panel discussions (Tables 3a and 3b). The purposes of the evaluation were to encourage the participants to:

a) review the work of the Institute over the three-week period;
b) offer a comparative basis of the relative value of the various parts of the Institute for members of the staff, industrial representatives and other interested persons; and

c) provide a basis for the development and/or continuation of similar institutes in the future.

The results of this evaluation demonstrate clearly a preference for academic discussion of the problems confronting youth from low-income backgrounds. The broader and broadening knowledge presented by the lecturers with academic backgrounds was rated highest in both the general evaluations (Table 2) and the specific evaluations (Tables 3a and 3b). At the other end of the evaluative scale, the contact with fellow counselors, both informally and in the unit group discussions, was considered least worthwhile. Perhaps this is due in part to the competitive struggle within the system in which it becomes difficult to "learn" from one's peers, if one feels that he is doing or can do a "better" job than his peers. That it is far more difficult to take criticism from those closest to the situation was made clear, too, by the evaluation the counselors gave to the panel discussion with high school students, and to those panels in which the counselors were participants. The students, all college-bound, were asked to give frank presentations of their impression of the high school counselor as they had experienced them. During the discussion that ensued it became quite evident that the participating counselors questioned the image of themselves portrayed by the students. This feeling was reinforced in the evaluations, for that particular discussion was rated the least worthwhile of all the items, placing twenty-fourth in the scale. The four other lowest evaluations were given to:

a) The second panel discussion on counseling students in vocational choice (23d), in which the panelists were guidance counselors.

b) The field trips (22d) which were time consuming and in which the immediate practicality was not always readily perceived.

c) The unit group discussions (21st), in which the counselors were supposed to exchange their experiences and knowledge to formulate workable projects for the coming year.

d) The panel discussions led by other counselors participating in the Institute (20th).

It should be noted that even though these items were rated lowest on the scale by the counselors they cannot be completely discounted for their learning value, albeit a negative one. It might very well prove, for example, that the reaction encountered in facing the panel of high school students will make individual counselors more conscious of their professional image and needed changes, than an esoteric discussion made by an academician on the role of the guidance counselor as perceived by their students.[21]

Table 2

Frequency Distribution of Ratings for Major Categories of Counselor Institute

		Frequency of Responses to Rank Order Evaluations				
Raw Scores*	Category	1	2	3	4	5
58	Lectures and discussions that followed	41	7	1	--	--
117	Panel Discussions	7	27	8	3	4
176	Industrial Trips	1	9	14	10	15
182	Informal Contact with Fellow Counselors	1	6	12	17	13
187	Unit Group Discussions	1	3	14	18	13

*Raw Scores computed by multiplying the frequency of the rank order evaluation by the weighted score (1, 2, 3, 4, 5) and summing these products for each category, with 1 representing highest rank and 5 the lowest rank.

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[21] It is interesting to note that the lowest rating of activities at the Western Reserve University Counselor Workshop was also the interviews with youth. See Anne S. Pruitt, Editor, 1965 Workshop on Employment Problems of Negro High School Graduates, Part I: Proceedings, (Cleveland; Western Reserve University, Department of Education), mimeograph, p. 12. See also Daniel Solomon and Larry Rosenberg, "Teacher-Student Feedback and Classroom Social Structure", The Journal of Social Psychology, 62, pp. 197-210, 1964.

Table 3a

Frequency Distribution of Evaluations of Specific Items In Counselor Institute

Item (Rating Score)	Most Worth-while (1)	Valuable (2)	Of Limited Value (3)	Irrele-vant (4)	Gross Score*
The general purpose of such an Institute is	41	6	1	0	56
The study and discussion of communication with youth through the use of films was	34	10	4	0	66
The discussion of demographic data pertinent to low-income and minority populations was	33	14	2	0	67
In light of your job responsibilities, this Institute has been	33	14	2	0	67
The discussions of changing economic conditions and conditions for employment of youth were	31	15	3	0	70
The discussion of the role of the counselor in a changing society was	25	20	3	0	74
The discussion of implications for vocational counseling based on Residential-Educational Vocational Project was	25	23	1	0	74
The presentation of innovations in Vocational Education was	25	21	3	0	76
The discussion of the cultural patterns of the blue-collar worker and his world was	25	21	3	0	76
In producing new insights and ideas for counselors, this program was	23	25	1	0	76
The knowledge of low-income youth, their conceptual and behavioral patterns, has been	23	20	6	0	81
The discussion pertaining to the development and use of occupational information guides for the specialty oriented student was	20	24	3	1	81

*Gross Score was determined by multiplying rating score by frequency of the scores and summing these products for each item.

Table 3b

Frequency Distribution of Evaluations of Specific Items In Counselor Institute

Item (Rating Score)	Most Worth-while (1)	Valuable (2)	Of Limited Value (3)	Irrele-vant (4)	Gross Score*
The panel discussions with representatives from industry were	22	20	7	0	83
The evaluation of existing programs for manpower development and retraining was	22	19	8	0	84
The discussion of the role of the counselor in preparing youth for job advancement was	16	28	4	0	84
The panel discussion of prevocational training opportunities was	18	22	8	0	86
The first panel presentation of counseling students in vocational choice was	16	25	7	0	87
The panel discussion on the preparation of low-income youth for their initial job experience was	16	23	9	0	93
The discussion of ways of improving liaison between industrial and school personnel proved to be	9	33	5	1	94
The panel discussions with other counselors were	14	27	8	0	95
The unit group discussions were	12	24	13	0	99
The field trips generally were	7	27	14	1	103
The second panel discussion of counseling students in vocational choice was	9	23	15	1	104
The discussion with recent high school students was	7	19	19	4	118

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*Gross Score was determined by multiplying rating score by frequency of the scores and summing these products for each item.

2. Industrial Trips

The trips to industry taken by the participants were a vital part of the Institute. They generally proved to be quite helpful in broadening counselors' knowledge both with regard to the total operations of particular industries and to the type of training and background necessary for specific jobs. The counselors were asked to evaluate the individual trips on the basis of comprehensiveness, information made available, and the applicability of this information to their situation as counselors. The results of this evaluation for each trip are reported in Table 4.

It should be carefully noted that these evaluations include a bias on the part of many counselors regarding the present availability of jobs to non-college bound youth from low-income backgrounds; thus when the columns "Interesting, but not Helpful," or "Useless" were checked, it was often expressed because of the comparative lack of jobs available. This bias was observed frequently on the bus returning from the trips through the comments made by the counselors to each other and to members of the staff who made the trip with the participants. That the counselors learned considerably from the industrial trips, however, is incontestable,[22] judging from the comments made at the end of the evaluations.

The following specific comments on the industrial trips, are representative of the overall evaluations given by the counselors:

> "The trips impressed me with the limited entry job opportunities in most of the firms, for the high school dropout or the marginal high school graduate. . . they showed few opportunities for the placement of youth with which the Institute was concerned."

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[22] See the section on "The Most Important Things Learned in the Counselor Institute"

"There should be less emphasis on technical aspects and more opportunity to hear from the personnel involved."

"For future institutes, visit retail businesses, hospitals, or other institutions where our students may find work."

"Some of the industries visited treated us like ordinary plant tourists and gave us the 'pitch' used with all visitors to promote the sale of their products."

". . . it was apparent the success and usefulness of the trip depended on the preparation and attitudes of company representatives."

"I shall now be able to relate the needs of industry to my students. . . using information gained as resource material and possible sources of job placement."

"One fact was paramount. . . industry wants only well-qualified people. They merely pay 'lip service' to helping unqualified persons."

"The trips were frustrating to me because I felt that there isn't much that industry can offer to most of our youngsters."

". . . would like to know more of employment opportunities for female youth ('not the cream of the crop') with average general schooling and ability."

"The trips were excellent for seeing actual job situations and very valuable for learning from personnel people what the current situation is in industry and in employment."

"Our hosts on the trips paid too much attention to the job, and not enough to the worker. . . they were eager to display the business functions, but our attention was on the person they hire."

"The trips were interesting. . . however, the hiring patterns of some were such that there is little use we will be able to make of the information gained."

"The trips were valuable for me in making me recognize more heavily the importance of a high school diploma. . . On the other hand, I was disappointed; I thought the trips would supply me with places of employment for my 'underprivileged' counselees - dropouts, and low achievement high school graduates."

"One of the most significant facts I learned from the trips was the opportunity companies provide for additional education, training and advancement within the company."

Table 4

Frequency Distribution of Responses to Trip Evaluations

	Comprehensive		Most Informative		Limited Information		Interesting But Not Helpful		Useless		Total Number Who Made Trip
Company	N	%	N	%	N	%	N	%	N	%	N
A	11	73	3	20	0	--	1	7	0	--	15
B	9	56	6	38	1	6	0	--	0	--	16
C	7	43	6	38	2	13	1	6	0	--	16
D	8	26	20	65	2	7	1	3	0	--	31
E	4	25	9	56	2	13	1	6	0	--	16
F	4	24	9	52	3	17	1	6	0	--	17
G	6	16	21	66	3	10	2	7	0	--	32
H	2	14	12	79	0	--	1	7	0	--	15
I	4	13	15	52	2	7	7	25	1	3	29
J	1	8	5	39	4	31	3	22	0	--	13
K	2	7	10	35	11	42	3	10	2	7	28
L	1	7	2	14	4	29	5	36	2	14	14
M	1	6	4	22	6	33	3	17	4	22	18
N	9	--	2	12	6	36	7	41	2	12	17

COUNSELORS OBSERVE RECENT HIGH SCHOOL GRADUATE ON THE JOB

> "I profited most from the trips where management had given considerable attention to our trip and gave us a realistic picture of their requirements and how youth can and must prepare themselves for available jobs."
>
> "Industrial concerns did not address themselves to the problems of employment of disadvantaged youth. Some were openly scornful of the 'dropout' and all that connotes. In industry after industry, we were told that they are only after the best."

3. The Most Important Things Learned in the Counselor Institute

The participants were also asked to list the three most important things learned from the Institute. There were enough recurrent responses to show in a general way, at least, the ideas that were most meaningful. These responses were classified into six general categories. The total number of responses (178) exceeds the expected number of 150 because some of the respondents listed more than the requested "three most important things learned".

Of greatest importance was the Need for Changes within the Formal Educational Structure. There were forty-six responses that fit into this category. These included the need to:

No. of Responses	
12	a) motivate students to make more choices for themselves in curriculum and career planning - choices which are based on the knowledge which counselors and teachers should make available to them;
9	b) change the wide disparity that exists between the schools' preparation of youth and industry's needs and requirements;

No. of Responses	
8	c) recognize the questionable value and obsolescence of specific training for a given occupation at the high school level:
4	d) revise the curriculum:
3	e) increase the basic skills in reading, writing and computation;
3	f) modify student attitudes toward employment conditions, particularly in the area of "Service" occupations;
3	g) teach the child "to learn" to develop patterns of flexibility for periodic "retraining".
3	h) explore the possibilities of group guidance
1	i) examine periodically and change the structure of the school system when needed.

The Need for Communication at All Levels both Within and Outside of the School System was mentioned frequently. Thirty-four of the participants noted the dearth of communication between counselors and one or more of the following:

No. of Responses	
9	a) industry and employers in the local community;
8	b) governmental agencies, such as P. S. E. S. and U. S. E. S.;
6	c) non-college bound students;
4	d) administration offices of the Board of Education:
3	e) parents, especially of non-college bound students;
2	f) other teachers in the school:
2	g) professional communications people, and radio and TV personnel.

Contact with Persons from the Industrial Community developed positive insights judging from the thirty-one responses pertinent to industry. The counselors cited the following items of importance:

No. of Responses	
10	a) the need for broad training opportunities and the existence of many opportunities heretofore untapped;
8	b) greater understanding of business and industrial operations, particularly of their personnel procedures;
4	c) the high demands and standards of industry even for the simplest tasks;
4	d) the effect of automation on making obsolete specific job skills and training;
2	e) the unrealistic demands industry makes on culturally deprived children;
2	f) the comparatively few jobs open annually for high school graduates;
1	g) the power of industry - the control it has of the country - and its present receptiveness to hiring the underpriviledged.

Almost half of the counselors stated their knowledge of opportunities available for youth from low-income families was broadened as a result of the Institute. Eleven stated that the awareness of industry's concern for and interest in disadvantaged youth was particularly heartening, and fourteen stated that their knowledge of opportunities available for youth from marginal and minority families was greatly increased.

Twenty-three responses were given Regarding the Importance of the Counselors' Role:

No. of Responses	
8	a) the complexity of vocational choice for non-college bound students and the inadequacy of the counselor's knowledge in this area;
4	b) a better understanding of the counselor's role in general;
3	c) the value of school attendance and in-service institute training programs for counselors;
3	d) the opportunity to gain information and be in contact with other counselors;
2	e) the amount of current information heretofore untapped about the employment market;
2	f) the awareness of counselors' own needs and problems;
1	g) the need for counselors to broaden their philosophy.

Finally, on a broader scale, a general knowledge of developments within our society was considered of importance. Twelve stated that the knowledge of the problems and patterns of life of youth from low-income families was greatly increased and led to a better understanding, and seven stated that they had developed a more comprehensive knowledge of our total society and how it affects opportunities for all youth regardless of socio-economic background.

4. Least Important Aspect of the Institute

To the question, "What did you consider to be the least important aspect of the Institute? ", the responses ranged from flattering replies, e.g., "All parts were equally important and I couldn't say anything was least important", to rather pointed remarks, such as, "Too much time was spent on talking in the most general terms while neglecting the practical problems we have to cope with".

Individual speakers were criticized for "speaking down" to the group or for poor presentation of materials, but the greatest criticisms were leveled at the "Unit Group Discussions" and the "Industrial Trips".

The Group Discussions were considered by some to be "too large for practical benefit leading to too many private conversations"; "lacking in dynamic leadership"; "too stereotyped and predictable"; "too many pet peeves and individual problems aired"; "a failure because they didn't stick to the point"; and "a waste of time because of a lack of consensus on concrete proposals."

Some of the criticisms of the industrial trips have already been mentioned. Nevertheless, twenty-two considered the trips of least importance to the Institute, often for extraneous reasons. The most frequent criticism was that the industries visited did not provide sufficient opportunities for dropouts, marginal students and underachievers. Other complaints pertained to the lack of "practical value", "too much emphasis on job done, rather than on worker doing it", "the repetitiveness of the factory system", and "the lack of communications with workers." Less important criticisms included "the amount of walking", "the distance traveled to and from the industries", and "the time that it took." One counselor considered the trips least important for the simple reason that her "feet hurt too much after the trips."

Even with these criticisms there is no overwhelming evidence that any part of the Institute was of no value or should be dropped. Since the criticisms were offered in a cooperative spirit, they certainly can be helpful in improving future Institutes.

B. Study of Counselors Role, Program and Facilities

(1) Professionalization

Vocational guidance and counseling are considered areas of professional specialization within the school system. Even within this area of specialization there are varying degrees of professionalization. For purposes of this study professional commitment was measured partially by membership in professional organizations, professional journals read and attendance at professional meetings. These data are presented in Tables 5, 6 and 7 respectively.

Table 5

Number of Counselors Reporting Membership
in
Professional Organizations

APGA-ASCA Type	8
APGA-NVGA Type	4
Philadelphia Teachers Association	1
New Jersey Counselors Association	2
Pennsylvania Counselors Association	3
Two Associations	6
Three or more Associations	2
No Membership	24

Table 6

Reported Number and Regularity of Counselors Reading Various Professional Journals

	Personnel and Guidance Journ.	Nat'l Voc'l Guidance Qtly.	School Counselor	Journal of Assoc. Deans and Counselors	NEA Journal
Read Regularly	16	5	13	3	17
Occasionally	18	15	19	4	18
Rarely	8	9	6	3	4
Do not read	8	21	12	40	11

Table 7

Counselor Reports of Annual Attendance at Professional Meetings

Meetings	Number Attending
National Meetings	--
Regional	1
State	1
City	27
National & City	3
National, City, State	1
Regional, City, State	3
State and City	3
Other	5
No	6

There were no statistically significant differences by sex in either of these three areas of professionalization. In order to provide a more meaningful interpretation of the data, categories were then established to control for the variables of age, education and counseling experience. The categories are as follows:

Category I -	Counselors were 50 years of age or more, holding the Master's degree plus credit toward the doctorate, and have had more than 5 years counseling experience. The total number in this category is 11.
Category II -	This group includes counselors whose age is 50 years or more, but whose formal education is at the Master's level or less. Number in this category is 10.
Category III -	Those whose age is less than 50 years, who hold the Master's degree, plus credit toward the Doctorate, and have had five or more years experience in counseling are included in this group. The number in this category is 12.
Category IV -	The remaining counselors whose age is less than 50 years and whose formal education is less than the Master's level make up this group. The number in this category is 17.

Using this categorical breakdown, the data on professionalization were then analyzed in more detail.

A weighted scale to determine possible categorical differences of degree of professional involvement was devised in the following way:

Weighted Score	Description of Degree of Professional Involvement
4	Counselor is a member of one or more professional organizations and attends city, state, and/or national meetings.
3	Membership is held in at least one society or attends state, regional or national meetings, but not both.
2	No membership in professional organizations but does attend city meetings of counselors.

Weighted Score	Description of Degree of Professional Involvement
1	Counselor does not hold membership in professional organizations and has not attended professional meetings in the past year.

Using these criteria, the mean scores for each category were then determined. These differences are presented in Table 8.

Table 8

Mean Scores of Professionalization by Categories of Age, Education, and Counseling Experience

Category	Mean Score (*)
I	1.92
II	2.30
III	2.00
IV	1.24

(*) A mean score of two would indicate the average person in this category at least attends city meetings, but does not hold membership in professional organizations.

By means of analysis of variance tests, the younger, less well-educated group was the only significantly different group. The second lowest score was that in Category I, the oldest and highest educated group.

An analysis of professional reading patterns using the same categorical breakdown yields somewhat different results. As previously shown in Table 6, the most frequently read professional journals are the National Education Association Journal and the Personnel and Guidance Journal. Journals other than those specified in Table 6 were read, but were mentioned so infrequently that they are not included. By weighting the responses ("Read regularly" equals four;

"Read occasionally" equals two; "Read rarely" equals one; and "Do not read" equals zero), a mean score for each category was determined.

Table 9

Mean Professional Reading Scores by Category of Age, Education, and Counseling Experience

Category	Weighted Mean Score
I	2.16
II	2.00
III	2.15
IV	2.48

Thus Category IV, the group that scored lowest on the previous index of professionalization, ranks highest in professional reading patterns; Category II, which scored highest on the other index of professionalization, has the lowest rating on the professional reading table.

One interpretation of this differentiation is that the younger group places greater emphasis on reading to know its job better, while the older group emphasized learning through personal and professional contacts.

In the questionnaire given at the Second Follow-Up Workshop, March 21, 1966, the following inquiries regarding changes in professional attitudes and behavior were made:

a) membership in professional organizations;
b) desire to attend professional meetings;
c) professional reading patterns:
d) time spent on professional work

Thirty-nine of the participants had returned the questionnaire at the time of writing this report. Of this group thirteen had changed their status as members of professional organizations since the beginning of the Institute, accounting for thirty-nine new memberships in professional groups.[23]

A breakdown of the other changes in professional attitude that have taken place is presented in Table 10. Unfortunately, there is no way of measuring the exact degree of such changes other than the impressions that counselors have of themselves.

Table 10

Reported Changes In Professional Functions

	Degree of Change			
	Increased greatly	Increased slightly	No change	Decreased slightly
Desire to attend professional meetings	12	19	7	1
Professional Reading	3	25	8	3
Time spent in Professional work	15	16	7	1

The participants at the March 21st Workshop were also asked to recommend noteworthy books and journal articles they had read during the past year. Most of these are included in the bibliography at the end of this report. Only nineteen journal articles were specifically recommended, but twenty-nine of the respondents suggested a total of fifty-seven books they considered timely and pertinent. It should also be pointed out that many of these books were read as a result of the reviews and suggestions in the Focus-On-Progress newsletter.

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[23] One person had joined six associations and two others joined four each.

If reported changes in professional attitude and functions are indicative of the success of the Counselor Institute, we can say it has produced significant results. Additionally, the opportunities produced by the Institute and Follow-up Workshops have made the counselors much more community-oriented. The final questionnaire asked the question: "What do you consider to have been the most important experience you had while attending the Counselor Institute?" Interestingly, there is almost a complete reversal of the order established by the evaluative questionnaire given at the end of the Institute.[24]

Table 11

The Most Important Experience of the Counselor Institute
and
Follow-Up Workshops

Number (**) mentioning	Experience
18	Contact with business and industry
14	Sharing ideas with other counselors and group discussions
7	Lectures by specialists in various fields
3	Personal contacts with other participants and Counselor Institute staff
3	Exposure to field of job opportunities
3	Learning about needs of culturally deprived
3	Total experience of the Institute and Workshops
2	Follow-up Workshops and Newsletters
2	Learning of role of other agencies in regard to job training and opportunities.
1	Opportunity to learn how to establish such Institutes

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[24] *See p. 28 of this report.

**The total number mentioned here is larger than the number who filled out the questionnaire because some valued two experiences as equally important to them.

A good part of this reversal may be attributed to the change in vision produced by the Counselor Institute. Thus the lecturers and specialists opened the eyes of the counselors to the needs of the culturally deprived and possible ways in which they could be satisfied; and then when they returned to the schools the contacts which they had made with industries during the summer fulfilled the practical needs in their immediate contact with the students.

Moreover, the opportunity for open discussion with other counselors established during the Institute probably contributed to more open discussion of common problems with other counselors throughout the school year, to say nothing of the cooperative experiences in the various projects initiated by the Counselors.

(2) Job Involvement and Job Satisfaction

Schools in low income neighborhoods are frequently charged with not properly fulfilling their educational function because of: (1) the middle class bias of the professional staff; (2) the staff is often more anxious to leave the school site than the students, and (3) the staff does not really care for the non-college bound student.[25] In an attempt to measure the degree of commitment to their work, a slightly modified version of the Lodahl and Kejner job involvement inventory schedule was administered to the counselors.

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[25] A number of books and essays have made statements to this effect, e.g., James B. Conant, Slums and Suburbs (New York: McGraw-Hill, 1961); John Holt, How Children Fail (New York: Dell Publishing Co., Inc., 1964); A. Harry Passow, ed., Education in Depressed Areas (New York: Teachers College Press, Columbia University, 1963), see especially the articles by Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children"; Martin Deutsch, "The Disadvantaged Child and the Learning Process"; Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas"; and Richard A. Cloward and James A. Jones, "Social Class: Educational Attitudes and Participation".

Tables 12a and 12b present the frequency distribution of responses to the specific items in this inventory.

Responses to items 3, 6, 7, 8, 12, 13, 14, and 15 indicate a relatively high degree of job involvement and commitment. However, the responses to items 4, 5, 9, 10, and 11 show a relatively low degree of commitment on this scale.[26]

Table 12

Frequency Responses to Job Involvement Items

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. You can measure a person pretty well by how good a job he does.	(4)	(33)	(13)	(--)
2. The major satisfaction in my life comes from my job.	(4)	(26)	(19)	(1)
3. The most important things that happen to me involve my work.	(15)	(32)	(3)	(--)
4. I am really a perfectionist about my work.	(--)	(22)	(27)	(1)
5. I live, eat and breathe my job.	(--)	(5)	(32)	(13)
6. I have other activities more important than my work.	(3)	(16)	(30)	(1)
7. I would probably keep working even if I did not need the money.	(9)	(34)	(6)	(1)
8. To me, my work is only a small part of who I am.	(3)	(14)	(32)	(1)
9. I am very much involved personally in my work.	(3)	(13)	(33)	(1)
10. I used to be more ambitious about my work than I am now.	(7)	(32)	(11)	(--)

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[26] Some of the counselors were quick to point out that some of the items on this inventory were particularly ambiguous to guidance counselors, e.g., item 9 asks about personal involvement in work, but counselors are professionally trained not to become personally involved in individual cases.

Table 12 (Con't)

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. Most things in life are more important than work.	(4)	(39)	(7)	(--)
12. I used to care more about my work, but now other things are more important to me.	(1)	(2)	(44)	(4)

	Usually	Occasionally	Rarely	Never
13. I will stay overtime to finish a job, even if I am not paid for it.	(44)	(4)	(2)	(--)
14. I show up for work a little early to get things ready	(31)	(14)	(5)	(--)
15. For me, mornings at work really fly by.	(44)	(6)	(--)	(--)
16. I lie awake at night thinking ahead to the next day's work.	(1)	(27)	(17)	(5)
17. I feel depressed when I fail at something connected with my job.	(7)	(28)	(14)	(1)
18. Quite often I feel like staying home from work instead of coming in.	(2)	(29)	(19)	(--)
19. I avoid taking on extra duties and responsibilities in my work.	(2)	(10)	(23)	(15)
20. I would like to kick myself for the mistakes I make in my work.	(5)	(22)	(17)	(6)

Using the previously mentioned categories controlling for age, education and length of counseling experience, statistical tests of significant differences were computed. Only two items, numbers one and ten, proved to be significantly different in the categorical responses. Persons in both of the older age categories agreed with these two items far more frequently than the counselors in the younger age categories. Perhaps the knowledge and experience of age functionally mellows ambition. On the other hand, the loss of ambition might also be a function of the system within which counselors operate which discourages them from doing more.

As a group, the participants felt that most counselors are generally satisfied with their jobs, and that they get along well with administrators, teachers and students fairly well.

Table 13

Frequency of Responses to Question:

How Well Satisfied Are Counselors With Their Jobs?

Very satisfied	3
Fairly satisfied	34
Fairly dissatisfied	12
Very dissatisfied	1

Table 14

Frequency Distribution of Responses to Questions

of

How Well Counselors Relate to Others in the School

	Very Well	Fairly Well	Fairly Poorly	Very Poorly
With Administrators	15	27	8	-
With Other Teachers	4	33	12	1
With students	9	31	10	-

That counselors relate better to administrators than to teachers and students is probably a result of the semi-administrative role which counselors play in the school system. Additionally a large percentage of school administrators have themselves been school counselors first. Indeed the counselors believe that most counselors will remain with their job until retirement (forty-five of the fifty respondents answered this), and that the chief reason counselors leave their jobs is because of "promotions within the educational system" (Table 15).

Table 15

Reasons Why Counselors Leave Their Jobs

Reason given	No. of responses
Promotions within the educational system	30
Poor working conditions	9
Poor personal relationships	6
Personal reasons	2
More money elsewhere	2
No answer given	1

Whether or not the counselors relate as well to the students particularly non-college bound students as they think is difficult to assess. Although the counselors rated themselves "fairly well" in this respect, the exchange between the students and counselors during one session of the Institute showed that there might very well be a discrepancy between the counselors' image of the counselor and the students' image of the counselor. This should be a matter for further investigation.

(3) Information on Counseling Program and Facilities

The estimates of the pupil-counselor ratio given by the counselors range from a low of 258 students per counselor in one school to a high of 611 students per counselor. The school with the lowest ratio is not in the Philadelphia public school system. The reported mean for all schools is more than 500 pupils per counselor.

An evaluation by the counselors of the adequacy of facilities for counseling and guidance purposes is presented in Table 16. The three items judged most inadequate are clerical assistance, testing space and budget for guidance services.

Table 16

Evaluation of Adequacy of Guidance and Counseling Facilities

	Unavailable	Minimal or Inadequate	Adequate for Present Needs	Fully Meets Present Needs	No Response
	N	N	N	N	N
Private Room for Counseling	5	10	25	10	---
Testing Space	12	24	7	3	4
File of available Tests	11	12	20	5	2
Space for Guidance Services	2	18	22	5	3
Budget for Guidance Services	5	25	12	4	4
Appropriate File for Confidential Records	-	9	25	16	---
Clerical Assistance	17	22	6	3	2

Although thirty-nine (78%) counselors rated clerical assistance "unavailable" or "inadequate", in response to the question regarding functional use of time in counseling, thirty-seven stated that they spent 10% or less of their time doing clerical work, and forty-one used 10% or less of their time in writing reports. (Table 17).

Table 17

Functional Use of Time in Counseling

% of Time	Counseling Individual Students	Work with Parents	Group Counseling	Testing	Discussion with Teachers	Writing Reports	Clerical
0	3	5	21	19	5	8	15
1-10	2	27	25	29	39	33	22
11-20	3	12	2	2	5	7	8
21-30	6	2	1	-	1	2	3
31-40	7	2	1	-	0	-	2
41-50	13	1	-	-	-	-	-
51-60	6	0	-	-	-	-	-
61-70	4	1	-	-	-	-	-
71-80	3	0	-	-	-	-	-
81-90	1	0	-	-	-	-	-
91-100	2	0	0	-	0	-	0

It is also interesting to note that despite the high pupil-counselor ratio in the schools, forty-six of the counselors spent ten per cent or less of their time in group counseling. This failure to utilize group counseling techniques is probably a function of only having been formally trained in individual counseling techniques. Table 18 gives a general breakdown of guidance counseling and other related courses of the participants. Note how much emphasis seems to have been placed on "individual counseling" and "analysis of the individual," and how little emphasis on "practicum" and "occupational information."

Table 18

Education - Course Hours In Following Areas

No. of Credit Hours	Counseling	Analysis of Individual	Occupational Info.	Philosophy & Principles of Counseling	Organization and Adminis.	Methods of Research	Psychological Foundations	Practicum	Sociological Foundations
1-3	7	6	22.	15	21	12	4	7	11
4-6	8	14	17	19	13	19	13	5	16
7-9	6	8	4	7	2	3	4	1	3
10-12	12	7	1	5	1	3	8	1	5
13-15	3	5	-	-	-	-	4	-	1
16-18	6	2	-	1	-	-	3	1	2
19-21	4	3	-	-	-	-	5	1	-
22-24	2	1	-	-	-	-	2	-	-
25-27	0	0	-	-	-	-	2	1	-
28 plus	0	2	0	-	-	-	-	2	2
None	3	2	6	3	13	13	5	31	10

Considering the kind of formal educational courses the counselors have taken and the fact that they do comparatively little professional reading we can expect that the methods employed in counseling and guidance are still the methods which they probably learned in undergraduate and graduate courses. One can only speculate as to the effectiveness of these methods on groups coming from a different ethnic background and faced with differing social needs created by the age of technology and a rapidly changing society. Probably in recognition of this deficiency the counselors overwhelmingly (48 of 50 respondents) supported Institutes of this type not only for counselors who have to work primarily with youths from low-income backgrounds, but also for other counselors that they may understand more fully the problems which must be faced in the inner-city school system.

It is interesting to note, too, that in response to the question what needs to be done to attract more and better people into counseling, the two most important items mentioned were to develop a better understanding of the counselor role and to improve their professional training (Table 19).

Table 19

Suggestions to Attract More and Better Persons Into Guidance Counseling

Number stating	Suggestion
14	Develop a better understanding of the counselor role
13	Improve professional training
11	Improve salary and professional status
4	Improve working conditions
4	Use better methods of recruiting
3	Decrease the work load of counselors
1	No answer given

At the Follow-up Workshop of March 21st, 1966, the counselors were asked to record the degree of significant changes in areas pertinent to counseling during the school year 1965-66. Since neither the counselors from Camden nor Chester were present for this session, practically all of the changes recorded in Table 20 are for the Philadelphia public school system.

Table 20

Significant Changes in Areas Pertaining to Counseling, 1965-'66

Area of change	Increased greatly	Increased slightly	Did not Change	Decreased slightly	Decreased greatly	No Response
1. Pupil-counselor ratio	5	8	9	13	4	2
2. Pupil enrollment	4	19	8	7	1	2
3. Materials available for special counseling	2	20	16	2	-	1
4. Clerical assistance for counseling	3	4	31	2	-	1
5. Space available for personal counseling	3	2	32	2	-	2
6. Budget for guidance-counseling facilities	4	16	17	1	-	3
Personal Services of:						
7. Reading specialist	6	7	25	1	-	2
8. Social worker	-	2	35	-	-	4
9. Speech therapist	-	2	36	-	-	3
10. Psychologist	2	15	22	1	-	1

Table 20 (Continued)

Area of change	Increased greatly	Increased slightly	Did not Change	Decreased slightly	Decreased greatly	No Response
11. Psychiatrist	-	9	29	-	-	3
12. Individual records of students' progress	-	11	29	-	-	1
13. The effective use of test results in counseling	3	14	23	-	-	1
14. The principal's interest in counseling	6	15	17	2	-	1

Comparing specific items from Table 20 with those from Table 16, it appears that "Clerical assistance", "Budget for guidance-counseling facilities", and space for "Personal counseling" and "Testing" are still noticeably deficient. Effective guidance-counseling for youths from low-income backgrounds needs adequate facilities in addition to well trained counselors.

Another area that needs further study is the comparison between facilities available for counseling in middle and upper income schools with those in the low-income areas.

C. Projects Initiated by Counselors

Some of the practical effects of the Institute may be seen in the types of projects initiated by the counselors during the past year. In the Report on Projects Questionnaire, twenty participants stated that they began projects; nine began projects but discontinued them due primarily to "insufficient time with regular work load" and twelve said they did not begin projects because of insufficient time or lack of cooperation and enthusiasm of administrators. There was no response from the other nine counselors.

The Human Resources Program staff was unable to provide the amount of technical assistance and consultation requested by the counselors. Priorities had to be set and more extensive consultation was given to those projects which were more representative of a wide array of programs.

The summaries of the projects presented below are only brief reports of projects in progress or completed. More detailed reports of most of these projects are available at the Human Resources Program offices. Many other counselors had ideas for projects they would have liked to develop, but as indicated above they were unable to find the time, administrative or technical assistance they felt necessary. While the summaries cannot do justice to the assiduous work of the counselors, they are intended to provide a source of ideas for other counselors.

The basic outlines of the projects are presented here:

1. Career Conference Night

   Involved 800 students, 53 teachers, 5 counselors, 3 administrators and 40 representatives from a wide variety of occupations and industries. The purpose of this project was to acquaint students and their parents with employment opportunities in the Philadelphia area, the requirements for these jobs and the relationship between school performance and the world of work.

2. Job Clinic

   An experimental program to improve marketable skills of a group of commercial students; to help them in actively seeking jobs; and to increase the student's knowledge of what employers are looking for in prospective employees. In addition to the counselor, twenty senior high school students, five teachers and two administrators were actively involved.

3. Faculty Intergroup Relations Seminar

This project involved the entire faculty of one school in a seminar to create and foster better methods of communication between students and faculty. Knowledgeable speakers were engaged who described problems of communication between middle-class teachers and children from low-income family backgrounds. Discussion also included the effects of improper communication on the learning process and the resultant effect on students seeking employment when they leave school.

4. Group Vocational Guidance Project

This project involved the testing and evaluation of job skills of 25 students classified as retarded educable. The students met weekly to study job requirements, the job interview, and kinds of jobs which these students could do. Parents of these students were also interviewed and informed of the goals of the program.

5. Career Conference Day

Similar to Project 1 above, except that it was held during the day. Through a series of workshops each student was given an opportunity to learn of broad occupational categories and to provide the student with an overview of the possibilities open to him or her. Speakers were obtained for 110 workshops. More than 2600 students were involved and 36 representatives from business, industry, medical and other service occupations.

6. Health Careers Club

Introduced academically average and below-average girls to job oppportunities in health services which would provide them with work both satisfying and remunerative and possibly encourage some to become professional nurses. The club met weekly for one-half hour before the school day began. Six trips were taken and a special assembly program was arranged with speakers representing registered nurses, practical nursing, medical secretaries, X-ray workers, hospital housekeeping, etc. Students wrote essays at the end of each trip telling what they had learned.

7. World of Work Club

This project involved fifth and sixth grade children from culturally disadvantaged backgrounds in a club to orient them to the "world of work". Programs of speakers, movies, film strips and field trips were offered. Emphasis was placed upon motivating the students to remain in school, to learn, and to build their confidence in what they can do. Ten representatives from industry spoke with the children concerning different types of jobs and job requirements.

8. Employment Practices of Industries

A questionnaire was sent to twenty industries which had hired students from a local high school. This questionnaire sought information regarding desired qualities of applicants for jobs, the reasons for not hiring others, and reasons for dismissal of some workers. The results of the questionnaire were then tabulated and given in class discussions to grades 9 through 12. The students were very much interested in the response from local industries.

9. Professional Faculty Study Groups

Four study groups were organized among the faculty and professional staff of a Junior high school to improve teaching and professional services offered to the students. By this means, hopefully, student achievement levels would be raised. The study groups were concerned with curriculum, strengthening pupil's self image, underachievement, and the psychology of the underprivileged. Speakers with knowledge of problems of motivating and teaching children from culturally deprived backgrounds conferred with the entire staff.

The expressed goals of the project were to enhance the staff's knowledge and appreciation of the culture of deprived youth; to stimulate and challenge the staff's interest in the deprived child's learning ability; to help the staff to relate knowledge to the actual learning situation; and to improve all levels of communication.

10. Group Counseling with Students Working Below Test Scored Abilities

A group of twelve female students whose intellectual ability had been rated as normal, but whose level of achievement was considerably below average, met for one and a half hour sessions each week during a semester to explore school problems and reasons for lack of achievement.

The purpose of these meetings was to let the group find its own needs; increase self insight; and raise the level of aspiration.

11. Community - School Dialogue: A Two Pronged Approach for Releasing Human Potential.

This project utilized every means available - lectures, industrial trips, workshops, personal contacts, individual and group counseling, faculty and staff consultations, etc. - to apprise students of their abilities and of the opportunities available to them in the community. The total involvement of local industry, parents of students, members of the professional staff, and representatives from governmental agencies, in this program produced significant results.

Meaningful questionnaires to assess the potentiality of the individual, local business and industry, and governmental agencies were distributed, collected, and tabulated by counselors and then used to instruct and assist students in their decisions.

12. Vocational Exposure of Ninth Grade Students Interested in Post High School Training

This project attempted to enlarge the vocational objectives and choices of selected ninth grade students by an intensive exposure to various occupations. Talks were given by successful people with whom the students could identify. Students were taken on college campus tours and visits to industry. Thus they were given the opportunity to speak personally with college students and industrial workers. Through personal contacts, the necessary motivation to remain in school and develop one's maximum potential was sought.

13. Monthly Career Project

Through the use of film strips, class lectures, movies, bulletin boards, and available literature, a different career opportunity was emphasized each month. Twenty-five 12th Grade male students participated in the class discussions with teachers and with representatives from the career emphasized in a particular month.

14. Saturation Guidance Pilot Project

By the combined use of speakers, visual aids, field trips and attendance at a health careers rally, the counselors in this project tried to stimulate many children in the school to learn of the opportunities in the health careers field, including the requisites for both technicians and professional level personnel.

Trips included visits to hospitals, public health clinics, and health and welfare offices. More than 500 students participated actively in the project.

15. Getting Ready to Work

In an attempt to keep physically mature ninth grade boys who had lost interest in school work from dropping out, a weekly class in group guidance was organized. This class of thirty boys discussed job requirements, job interviews, testing, social security, etc. Some speakers from industry, federal and state agencies were brought in and a number of trips were made to industries.

A follow-up study to see how many remain in school is planned.

16. Employment Springboard (Group Guidance in Job Hunting)

This was an experimental program in group guidance to determine the guidance needs of senior high school students planning to enter the labor market upon graduation. Thirty-two seniors volunteered for the program. After assessing their knowledge of job market conditions, a series of meetings and industrial tours were planned. These meetings included discussions of self-evaluation and job choice; where and how to look for the right job; writing resumés and letters of application; and proper behavior in the job interview.

A follow-up questionnaire will be distributed to participating students in the Fall, 1966.

17. Development of a Part-Time Employment Program for a Junior High School in an Underprivileged Urban Area

This project was designed to meet the problem of satisfying the material needs of students not eligible for scholarship help from the school; to prevent students from dropping out of school; to prevent illegal employment of underaged youths; and to develop constructive work experiences. Through the use of student assembly periods, the school paper, Daily-O-Grams, etc., publicity was given to opportunities for work in the Youth Opportunity Corps and Work Training Programs. Individual contacts with pupils and parents who expressed an interest in these projects were then made by counselors or administrators. Fifty-nine boys were thus helped and remained in school.

18. Group Guidance with Parochial School Transferees

By means of films and filmstrips, tape recordings, informative literature, group visits to industrial and higher educational facilities, a group of transferees from parochial schools were given intensive guidance sessions. The purpose of these sessions was to help these transferees to select a positive educational goal thus reducing the number who drop-out of school. Twenty students met for forty-five minutes bi-weekly during the year.

A follow-up study of the actual number of drop-outs during the next two years compared with previous drop-out rates for parochial school transferees is planned.

19. Increased Individualization of Student Course Selection

Appointments with each ninth grade student and his parent(s) were made in order to explore educational plans and goals.

20. An Investigation of the Effect of Intensive Exposure to Occupational Information and Role Models on the Aspirational Levels of Minimally Motivated Students

This was an empirical study designed to test effectiveness of intensive exposure to occupational information as measured by increased interest in school work, better grades, and well defined objectives for further schooling.

Twelve male Junior High School students whose achievement levels were less than their indicated abilities were tested regarding occupational preferences, goals and interests in the beginning of the school year.

They were then exposed to speakers from industry and business, trips to industry, group counseling and career and industrial orientation programs.

At the end of the year they were again tested, grade improvements were noted, and evaluations of students were given by teachers. A final follow-up study is planned to see the number who maintain their interest and plan realistically for the future.

8. Conclusions and New Directions

The thrust of this entire project was to improve the competence of junior and senior high school counseling personnel by trying to stimulate their thinking about new approaches. The Human Resources Program of the

University of Pennsylvania coordinated this effort in conjunction with the Philadelphia Committee of the Plans for Progress Program and the Division of Pupil Personnel and Counseling, School District of Philadelphia. The fact that local industry, a public school system and a major urban university collaborated in the design and execution of this program should not be overlooked. A major conclusion is that effective solutions to such complex problems facing public education, requires the cooperative functioning of any number of public and private institutions in the community working in collaboration with the schools. Moreover, there seems to be a strong argument that the urban university has a unique host role to play in such projects by providing a neutral base which promotes freedom of expression and inquiry.

There is also increasing recognition that professionals at all levels of education need to be exposed to training programs whose function it is to acquaint them with new areas of information. This is particularly true with school personnel whose function includes vocational counseling. Technological advances and changing job opportunities are in such a rapid state of transition that the most well trained and informed counselor yesterday finds his information-base outmoded unless he is able to be in contact with such changes. The findings reported in section 7 of this report suggest that to some degree this objective was achieved. In addition, we documented how these new ideas were translated in action programs reported in section 7C.

The programs initiated by the counselors during the school year of 1965-66 also symbolize the modus operandi of the program. There was more interest in how the counselors digested the ideas, put them into action or felt they indicated what the nature of new directions should be, than in a repetition of these ideas presented by Human Resources Program's staff and consultants. Therefore, rather than reporting conclusions based upon inferences drawn from the verbalizations and behavior of the counselors, major emphasis is given to the conclusions and new program directions suggested by the counselors themselves.

At the conclusion of each week of the Institute the five discussion groups prepared a summary of their activities including recommendations for action and change in counselor role. These summaries have been collated and condensed and are presented below for each of the five groups. It is significant to note the emphasis each counselor group gives to the need for more effective community relationships between counselors, industry, parents and other community agencies. The counselors also appear to feel they should have a greater voice in the development of curriculum and curriculum change for the type youth considered in this project.[27]

The condensed conclusions and recommendations of each group are as follows:

Group I

1) High school curriculums must be redesigned to satisfy the student's needs. Work-study programs are necessary for students whose education would otherwise

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[27] This is the principal argument of Dr. John M. Cullinane entitled, "Improving School Programs for the Educationally Neglected," in Guidance In American Education II; Current Issues & Suggested Action, edited by, Edward Landy and Arthur M. Kroll, Harvard University Press, Cambridge, 1965.

be interrupted or ended because of financial difficulties. Training projects emphasizing occupational areas rather than specific positions, should be undertaken with federal aid. This would permit the non-college bound student to derive the maximum benefit from his high school experience.

2) A wide gap exists between a student's training and the demands of industry. To bridge it, teachers, as well as counselors, have to be familiar with the working world, and help students realize the important contributions made to our society by blue collar workers.

3) The child's self-concept can be improved if community organizations, schools, industry and parents encourage and direct him wisely. This guidance, given in special institutes, workshops, and committees, would also help to alleviate misunderstandings caused by poor communication among these groups.

4) Vocational Guidance should be recognized as an important integral part of the school curriculum. Teachers should also be involved in the guidance program. To lighten the counselors advising load, peer leadership should be used when possible.

5) A speakers' bureau for civic groups could provide parents with current occupational information.

6) Counselors' professional training could be improved by periodic summer institutes and workshops.

Group II

1) More federal funds should be allocated for work-study programs, which aid the community as well as the individual. Government should also encourage industry to employ and train less qualified personnel to counteract the inequalities of our system.

2) The dignity of labor in service jobs should be increased by giving persons in these occupations greater remuneration.

3) The proper procedures for applying for work, a realistic approach to job opportunities and good attitudes about work should be instilled in students.

4) Students must realize that the successful employee continues his education after he is employed. Increasingly industry is paying some of the expense of educational advancement.

5) School conditions should be optimized for all students to curtail dropouts.

6) The School District's Vocational Guidance Service should be standardized, and its activities coordinated with the Pennsylvania State Employment Service to assist students seeking jobs.

7) The school district office should have a psychiatric, psychological and counseling staff to help counselors deal with hard core problems.

8) The poorly qualified student would benefit from a closer liaison with school, industry and unions. The school curriculum must be changed to develop a close liaison among school, industry and union personnel.

9) A uniform administrative policy for counselors should be adopted and counselors should play a role in all school policy planning.

Group III

1) The school system today fails to meet industry's needs because many of its non-college bound students are poorly prepared for work. Educators and parents are not familiar with the intricacies of the complex modern labor market. Schools, therefore must develop closer ties with the community, management, labor, and parents.

2) Counselors should have more direct contact with industrial personnel.

3) The counselor's role includes recommending curriculum changes which reflect changes in the labor market and familiarizing students with the expectations of employers and the types of employment.

Group IV

1) Wide discrepancies exist in vocational guidance and placement services within the school system. Steps must be taken to alleviate these discrepancies.

2) Industry generally is not prepared or interested in employing the drop-out or the poorly prepared student. These disadvantaged youth frequently enter and remain in service jobs. Therefore, society has to be sure these jobs provide good working conditions and adequate wages. Moreover, major government intervention is needed in providing employment training programs for such youth as represented in MDTA and Job Training programs.

3) Greater initiative must be taken by the School District's Pupil Personnel Department to meet the vocational guidance needs of students. Educational

goals should be re-evaluated to insure that students attain their maximum potential.

4) Better communication is needed between counselors, parents, teachers, students, administrators, and industry.

5) Schools should look to other community organizations to advise them on constructive changes which should be made in the school curriculum to meet the demands of modern society.

Group V

1) Field trips make counselors aware of industrial employment practices. Unions were frequently found to be more discriminatory than management. Compliance with the Civil Rights Act varies with different industries.

2) The counselor must help each student find a place in the working world. To assure individual development the counselor must be aware of the problems a student has in preparing for and finding a job.

3) Communication between administration, faculty, and counselors should be improved.

4) Having improved internal school communications, the school should seek to establish stronger relations with the community.

An up-to-date bibliography and list of suggested readings including appropriate books, monographs, pamphlets, journal articles, and special issues of journals has been compiled for the benefit of participants in the Institute. Due to the comprehensiveness of this bibliography (more than 400 separate listings), it is being assembled in a different format and is not included with this report. A limited number of copies of this bibliography are available at the Human Resources Program, University of Pennsylvania.

APPENDIX A

STAFF, CONSULTANTS, COUNSELOR PARTICIPANTS, PARTICIPATING INDUSTRIES AND SCHOOLS REPRESENTED

HUMAN RESOURCES PROGRAM STAFF

Howard E. Mitchell, Ph. D., Director

Edward E. Cahill, Ph. D., Research Associate

Marie P. Dohan, Research Assistant

Helen Thatcher, Research Assistant

Eleanor M. Webster, Research Assistant, Newsletter Editor

Carol Galvelis, Secretary

CONSULTANTS

Robert G. Ballard, Ph. D.
Assistant Chief Psychologist
Veterans Administration Mental
Hygiene Clinic
Philadelphia

Rodney K. Barlow
Personnel Supervisor, Employment
Bell Telephone Company
Philadelphia

Bernard Cobert
Supervisor, Vocational Guidance
Service
School District of Philadelphia

Walter Cole
Service
Plant Fabrics and Finishes
Department
DuPont de Nemours Company
Philadelphia

Charles Connolly
Area Chief, Employment Service
Pennsylvania State Employment
Service
Philadelphia

Miss Madelyn Daniels
Placement Representative
Re-Entry Systems Department
General Electric
Philadelphia

Henry Darmstadter, Ph. D.
Chief Psychologist
Community Mental Health Clinic
Pennsylvania Hospital
Philadelphia

Horace F. Ether
Technical Supervisor
Fabrics and Finishes Department
DuPont de Nemours Company
Philadelphia

Miss Helen Faust
Assistant Director of
Vocational Guidamce
School District of Philadelphia

William C. Ferguson
Director of Personnel
Acme Markets
Philadelphia

Jefferson B. Fordham, Dean
Law School, University of
Pennsylvania
Chairman, Advisory Council
Human Resources Program

John Free, Ph.D.
Director of Counseling
University of Pennsylvania

Jack Gelfand
Counseling Supervisor
Youth Opportunity Program
Pennsylvania State Employment
Service
Philadelphia

Eugene Hindin
Vice President
Strick Company
Fairless Hills,
Pennsylvania

Kenneth B. Hoyt, Ph.D.
Professor of Education
University of Iowa
Iowa City, Iowa

Howard M. Jones, Counselor
Benjamin Franklin High School
Philadelphia

Marvin Kaplan, Counselor
Wanamaker Junior High School
Philadelphia

J. E. Keep
Manager, Organization Development
and Employment
Radio Corporation of America
Camden, New Jersey

Richard T. Kimball
Manager of Personal Development
Re-Entry Systems Department
General Electric
Philadelphia

Miss Nina V. Kinney
Personnel Assistant, Women's Division
Scott Paper Company
Philadelphia

Everett S. Lee, Ph. D.
Director, Population Studies
Center Laboratory
University of Pennsylvania

P. B. Lewis
Administrator
Plans for Progress National Office
Washington, D. C.

Gladys B. Longley, Ph.D.
Supervisor, Secondary Education
Prince Georges County School Systems
Prince Georges County,
Maryland

Leo Molinaro
Executive Vice President
West Philadelphia Corporation

Harry Pripstein
Vice President, Food Fair Stores
Philadelphia

Mrs. Ruth W. Prywes, M.S.W.
Social Caseworker, Graduate School
Bryn Mawr College

Kenneth R. Reeher
Pennsylvania Higher Eduaction
Assistance Agency
Harrisburg

Benjamin W. Sallard
Manager, Manufacturing Propsal
Programming
Re-Entry Systems Department
General Electric Company

Master Sergeant Joseph H. Schecht
United States Army

Charles E. Scholl, Ph. D.
Director of Industrial Relations
Burroughs Corporations

Arthur B. Shostak, Ph. D.
Assistant Professor of Sociology
University of Pennsylvania

Mrs. Sarah A. Smith
Speakers Bureau, Vocational
Guidance Programs
Re-Entry Systems Department
General Electric
Philadelphia

Harvey T. Stephens
Vice President
Automatic Retailers Association
Philadelphia

Ray M. Stine, Ph. D.
Staff Member Human Resources
Program
University of Pennsylvania

John W. Struck, Ph. D.
State Director of Vocational
Education
Department of Vocation
Commonwealth of Pennsylvania

George W. Taylor, Ph. D.
Harnwell Professor of Industry
University of Pennsylvania

Albert S. Thompson, Ph. D.
Professor Department of
Psychological Foundations
and Services
Columbia University
New York, New York

Sol Worth, Director
Documentary Film Department
Annenberg School of Communications
University of Pennsylvania

Napoleon N. Vaughn, Ph. D.
Supervisor Student Evaluation
and Guidance
Community College of Philadelphia
Philadelphia

COUNSELOR PARTICIPANTS

Alfano, Anthony
Ashler, Sylvia
Benson, Albert
Brazina, Alice
Bullock, Doris P.
Bullock, Muriel J.
Burke, Annette
Carson, Vida
Conway, Rose
Davies, Ruth
Deacon, Thomas
Donalson, Martha
Ellis, Lorraine R.
Evans, Jacqueline
Freeman, Dinah
Fine, Leonard
Gaines, Florence
Gibbons, Vivian J.
Gwatkin, Selma
Hagopian, John
Hall, Hannah
Hill, Thelma
Jones, Howard M.
Johnson, Dahlia
Kaplan, Marvin
Koch, Bernice
Kricheff, Sarah
Lebovitz, Ruth
Marmar, Clement
McGuigan, Edward

COUNSELOR PARTICIPANTS (Con't)

Mifflin, James E
Mitchell, Helen R.
Norris, Marion B.
Page, William
Phillips, Norma
Pontz, Jeanette S., Ph.D.
Sassaman, Beatrice
Sexton, Richard
Shafer, Naomi H.
Spivack, Benjamin H.
Stein, Albert
Steinberg, Jack
Steinberg, Shirley M.
Swerdloff, Sarah S.
Taylor, Thornton H.
Tillery, Winifred L.
West, Joseph
Witkin, Joseph
Woal, Theodore S.

PARTICIPATING INDUSTRIES

American Airlines, Inc.
American Can Company
ARA (Slater) Food Service
Bell Telephone Company of Philadelphia
Boeing Company
Budd Company
Burroughs Corporation
Campbell Soup Company
Chilton Company
Du Pont de Nemours & Company
Electric Storage Company
General Electric Company
Hercules Powder Company
Humble Oil Company
KYW Radio and Television
National Lead Company
National Tea Company
Philadelphia Transit Company
Philco Corporation
Radio Corporation of America
Sacony Mobil Company
Scott Paper Company
Sealtest Foods Corporation
Sun Oil Company
United States Rubber Company
Westinghouse Corporation
Wyeth Laboratories
Yale & Towne, Inc.

SCHOOLS REPRESENTED

Audenreid Junior High School

Bancroft Junior High School

John Bartram High School

Beeber Junior High School

Camden High School, Camden, New Jersey

Central High School

Douglas Junior High School
Chester, Pennsylvania

Thomas A. Edison Senior High School

Fairmount Heights Senior High School
Washington, D. C.

Fitzsimons Junior High School

Benjamin Franklin High School

Simon Gratz High School

Harding Junior High School

Hatch Junior High School

John Paul Jones Junior High School

Masterman Laboratory
Demonstration School

Northeast High School

Olney High School

William Penn High School

Philadelphia Roxborough High School

Roosevelt Junior High School

Sayre Junior High School

Sharon Hill High School

Shoemaker Junior High School

South Philadelphia High School

Strawberry Mansion Junior High School

Stetson Junior High School

Sulzberger Junior High School

E. H. Vare Junior High School

Robert Vaux Junior High School

Wagner Junior High School

Warner Junior High School

West Philadelphia High School

CODE NO.______ DATE__________

JOB HISTORY

AND

JOB INVOLVEMENT INVENTORY

This inventory schedule is designed to obtain information relevant to the work patterns of guidance counselors. Please answer each part of the inventory as accurately as possible. General questions and statements may be recorded at the end of the schedule.

JOB HISTORY

Beginning with your present job, and working back, list the number of full-time jobs you have held since your twentieth birthday. Please give the other pertinent information as well as you remember it.

Employer	Location	Type of Work Done	Dates		Reason for Leaving	Salary
			From	To		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

1. Are you currently employed in some job other than your position in the school?

Yes_______ No_______

(If the answer to the above question is "No", skip to question No. 7. If the answer is "Yes", please answer the following questions, Nos. 2 - 6.)

2. How much time do you spend weekly in the second job?

_______ 0-5 hours
_______ 6-10 hours
_______ 11-15 hours
_______ 16-20 hours
_______ 21 + hours

3. What kind of work is performed in this job?

____

4. Why have you taken this job?

_______Economic necessity
_______Parallel development of primary job
_______Increase standard of living
_______Interest in type of work done
_______Other (Please Specify)_______________________

5. Do you think this second job interferes with or hinders your work as a counselor?

Yes_______ No_______

6. Do you think this job helps you work as a counselor? Yes_______ No_______

a. If the answer is "Yes", please explain how you think it helps you.

____

7. What were your principal reasons for choosing the field of guidance counseling as an area of specialization?

____

The following items should be answered in relation to your work as a counselor. Place an "X" in the space under the appropriate response.

	Usually	Occasionally	Rarely	Never
8. I will stay overtime to finish a job, even if I am not paid for it.	( )	( )	( )	( )
9. I show up for work a little early to get things ready.	( )	( )	( )	( )
10. For me, mornings at work really fly by.	( )	( )	( )	( )
11. I lie awake at night thinking ahead to the next day's work.	( )	( )	( )	( )
12. I feel depressed when I fail at something connected with my job.	( )	( )	( )	( )

	Usually	Occasionally	Rarely	Never
13. Quite often I feel like staying home from work instead of coming in.	( )	( )	( )	( )
14. I avoid taking on extra duties and responsibilities in my work.	( )	( )	( )	( )
15. I would like to kick myself for the mistakes I make in my work.	( )	( )	( )	( )

	Strongly Agree	Agree	Disagree	Strongly Disagree
16. You can measure a person pretty well by how good a job he does.	( )	( )	( )	( )
17. The major satisfaction in my life comes from my job.	( )	( )	( )	( )
18. The most important things that happen to me involve my work.	( )	( )	( )	( )
19. I am really a perfectionist about my work.	( )	( )	( )	( )
20. I live, eat and breathe my job.	( )	( )	( )	( )
21. I have other activities more important than my work.	( )	( )	( )	( )
22. I would probably keep working even if I did not need the money.	( )	( )	( )	( )
23. To me, my work is only a small part of who I am.	( )	( )	( )	( )
24. I am very much involved personally in my work.	( )	( )	( )	( )
25. I used to be more ambitious about my work than I am now.	( )	( )	( )	( )
26. Most things in life are more important than work.	( )	( )	( )	( )
27. I used to care more about my work, but now other things are more important to me.	( )	( )	( )	( )

If you wish to qualify or explain further any of the responses to questions 8 through 27, please state the number of the question and then make your statement. Use the reverse side of this sheet if more space is necessary.

#____

____

#____

____

28. If a person asked you for advice on whether or not he should apply for a job as a guidance counselor, what important characteristics would you mention to him?

____

29. If you were asked to suggest changes in the job of guidance counselor, what specific changes in the job would you suggest?

____

30. As far as you are concerned, in what ways do you think guidance counselors need to improve?

____

31. In general, how would you say guidance counselors get along with administrative officials of the school system?

_______Very Well _______Fairly Well _______Fairly Poorly ______Very Poorly

32. In general, how do you think guidance counselors get along with teachers?

_______Very Well _______Fairly Well _______Fairly Poorly ______Very Poorly

33. How well would you say they manage with most students?

_______Very Well _______Fairly Well _______Fairly Poorly ______Very Poorly

34. How well satisfied would you say guidance counselors are in their jobs?

____Very Satisfied ____Fairly Satisfied ____Fairly Dissatisfied ____Very Dissatisfie

35. In reference to question No. 34, what gives you this impression?

____

36. In your opinion, do you think most guidance counselors will stay with their jobs until retirement, or will they leave before then?

_______Retire _________Leave or change before retirement

37. What are some of the reasons that cause counselors to leave their jobs"

____

38. Is there anything about the job itself that causes them to leave?

_______Yes _______No

If your answer is "Yes", please explain.

____

39. What do you think most attracts people into the field of guidance counseling in the first place?

____

40. What do you think needs to be done in order to attract more and better people to enter the field of guidance counseling?

____

41. If you have any general comments about this inventory or any of the questions in particular, please comment.

____

____

____

____

____

CODE NO.____ GROUP DISCUSSION NO. _______ DATE________

EVALUATION OF COUNSELOR INSTITUTE
THE UNIVERSITY OF PENNSYLVANIA
HUMAN RESOURCES PROGRAM

Please indicate, by checking the appropriate response, how you have viewed each of the following items:

	Most Worthwhile	Valuable	Of Limited Value	Irrelevant
1. In light of your job responsibilities, this Institute has been	☐	☐	☐	☐
2. In producing new insights and ideas for counselors, this program was	☐	☐	☐	☐
3. The knowledge of low-income youth, their conceptual and behavioral patterns, has been	☐	☐	☐	☐
4. The field trips generally were	☐	☐	☐	☐
5. The unit group discussions were	☐	☐	☐	☐
6. The panel discussions with representatives from industry generally were	☐	☐	☐	☐
7. The panel discussions with other counselors were	☐	☐	☐	☐
8. The discussions on changing economic conditions and conditions for employment of youth were	☐	☐	☐	☐
9. The discussion with recent high school graduates was	☐	☐	☐	☐
10. The discussion of implications for vocational counseling based on the Residential-Educational Vocational Project was	☐	☐	☐	☐
11. The presentation of innovations in vocational education was	☐	☐	☐	☐
12. The discussion of demographic data pertinent to low-income and minority populations was	☐	☐	☐	☐
13. The discussion of the cultural patterns of the blue-collar worker and his world was	☐	☐	☐	☐
14. The evaluation of existing programs for manpower development and retraining was	☐	☐	☐	☐
15. The panel discussion on the preparation of low-income youth for their initial job experience was	☐	☐	☐	☐
16. The study and discussion of communication with youth through the use of films was	☐	☐	☐	☐
17. The discussion of the role of the counselor in preparing youth for job advancement was	☐	☐	☐	☐
18. The first panel presentation of counseling students in vocational choice was	☐	☐	☐	☐

	Most Worthwhile	Valuable	Of Limited Value	Irrelevant
19. The discussion of the role of the counselor in a changing society was	( )	( )	( )	( )
20. The discussion pertaining to the development and use of occupational information guides for the specialty oriented student was	( )	( )	( )	( )
21. The second panel discussion of counseling students in vocational choice was	( )	( )	( )	( )
22. The discussion of ways of improving liaison between school counselors and industrial personnel proved to be	( )	( )	( )	( )
23. The panel discussion of prevocational training opportunities was	( )	( )	( )	( )
24. The general purpose of such an Institute is	( )	( )	( )	( )

If you wish to comment further on any of the above statements, please indicate the number and make your comment. If additional space is necessary, please use the reverse side of this page.

No. ____

____

No. ____

____

Please evaluate the practical utility of the industrial trips you completed for your work in counseling. Consider particularly the information presented on job classification, entry procedures, training programs, opportunities for high school students, qualifications for specific jobs, type of work done, salary and benefits. You may use two or more classifications if appropriate.

	Comprehensive	Most Informative	Limited Information	Interesting But Not Helpful	Useless
Smith, Kline & French	( )	( )	( )	( )	( )
A. R. A.	( )	( )	( )	( )	( )
Westinghouse	( )	( )	( )	( )	( )
Philadelphia Transportation Company	( )	( )	( )	( )	( )
du Pont	( )	( )	( )	( )	( )
Sun Oil	( )	( )	( )	( )	( )
Bell Telephone	( )	( )	( )	( )	( )
Scott Paper Company	( )	( )	( )	( )	( )
Chilton	( )	( )	( )	( )	( )

	Comprehensive	Most Informative	Limited Information	Interesting But Not Helpful	Useless
General Electric	( )	( )	( )	( )	( )
Sealtest	( )	( )	( )	( )	( )
KYW TV	( )	( )	( )	( )	( )
Philco	( )	( )	( )	( )	( )
Wyeth	( )	( )	( )	( )	( )

GENERAL COMMENTS ON THE TRIPS OR A PARTICULAR TRIP

____

____

Using a scale of 1 to 5, with 1 representing the most beneficial aspect of the Institute to you, please rate the following:

________Lectures and discussions that followed
________Panel Discussions
________Industrial Trips
________Unit Group Discussions
________Informal contact with fellow counselors

What are the three most important things you have learned from this Institute?

a. ____

b. ____

c. ____

What did you consider the least important aspect of this Institute? Why?

____

____

If you were given the opportunity for organizing such an Institute as this, what would you include that has not been included in this three-week session?

____

____

Do you think such Institutes should be operated on a continuing basis for all guidance counselors? For selected guidance counselors? Please explain your answer.

____

____

____

____

____

THE UNIVERSITY OF PENNSYLVANIA

HUMAN RESOURCES PROGRAM

COUNSELOR INSTITUTE, 1965 - 66

Workshop Questionnaire March 21, 1966

1. Code No.________

2. Male________ Female________

3. Date of Birth: Month______ Year______

4. Marital Status:

Married	___________	Separated	___________
Widowed	___________	Never Married	_______
Divorced	___________		

5. Specify highest degree you have attained:
A.B.______ ; B.S.______ ; M.A. OR M.S.______ ; Ph.D.______ ; Other________

6. Number of years you spent attaining the HIGHEST degree you hold: years.

7. Indicate subject areas, grade levels, and the time span in years you have taught.

	SUBJECT AREA (e.g. English)	GRADE LEVEL (e.g. 11-12)	YEARS TAUGHT (e.g. '59-'62)
A.	___________	___________	___________
B.	___________	___________	___________

8. Since August, 1965, has your employee status in the school system changed?

Yes ______ No ______

If "Yes", How?

9. Are you or do you propose to take additional graduate work?

Yes _____ No ______

If "Yes", check the appropriate column to indicate what graduate study you are currently undertaking or that you plan to pursue in the future.

	Field of Study	Graduate Work In Progress	Planned Graduate Work
A.	Counseling and/or Guidance	( )	( )
B.	Education	( )	( )
C.	English, Foreign Languages, Literature and Drama	( )	( )
D.	Fine Arts and Music	( )	( )
E.	History	( )	( )
F.	Philosophy and Religion	( )	( )
G.	Physical and Biological Sciences and Mathematics	( )	( )
H.	Social Sciences, Social Work and Psychology	( )	( )
I.	Other (Specify) ______________________	( )	( )

10. Membership in professional societies (check appropriate column).

______APGA Member
______ASCA (Type Membership)
______NVGA (Type Membership)
______American Psychological Association
______National Education Association
______Pennsylvania State Education Association
______Philadelphia Teachers Association
______Pennsylvania Counselors Association
______Other (Specify) ______________________

11. Does this represent a change in your membership in professional societies since August, 1965?

Yes______ No______

12. Give the author and title of books or journal articles you have read during the past year which you would recommend to other counselors.

____

____

13. Indicate on the scale below any significant changes you have noticed in these areas of your school during the past year.

	Increased Greatly	Increased Slightly	No Change	Decreased Slightly	Decreased Greatly
Counselor-pupil ratio	( )	( )	( )	( )	( )
Pupil enrollment	( )	( )	( )	( )	( )
Materials available for special counseling	( )	( )	( )	( )	( )
Clerical assistance for counseling	( )	( )	( )	( )	( )
Space available for personal counseling	( )	( )	( )	( )	( )
Budget for guidance-counseling facilities	( )	( )	( )	( )	( )

	Increased Greatly	Increased Slightly	No Change	Decreased Slightly	Decreased Greatly
Professional services of:					
1) Reading Specialist	( )	( )	( )	( )	( )
2) Social Worker	( )	( )	( )	( )	( )
3) Speech Therapist	( )	( )	( )	( )	( )
4) Psychologist	( )	( )	( )	( )	( )
5) Psychiatrist	( )	( )	( )	( )	( )
6) Other (Specify)______________					
Individual records of students' progress have	( )	( )	( )	( )	( )
The effective use of test results in counseling students has	( )	( )	( )	( )	( )
The principal's interest in the counseling program has	( )	( )	( )	( )	( )

14. Have there been any significant changes in your counseling role during the school year of 1965-66? (E.g., changes in the student body characteristics, expectations, problem areas, availability of resources, etc.)

Yes______ No______

If "Yes", please specify:

1st Significant Change ____

____

2nd Significant Change ____

____

15. On the following scale, please indicate any degree of change in your functioning as a professional person during the school year 1965-66.

	Degree of Change				
	Increased Greatly	Increased Slightly	No Change	Decreased Slightly	Decreased Greatly
Desire to attend professional meetings	( )	( )	( )	( )	( )
My professional reading has	( )	( )	( )	( )	( )
The time I spend doing professional work, or work specifically related to my professional role has	( )	( )	( )	( )	( )
Cooperation between counselors and teachers has	( )	( )	( )	( )	( )

16. Suppose a student comes to you with the following problem:

He is an average student, a senior, who has made below average grades in verbal areas. The tests he has taken during his school years indicate that he has good manual dexterity and mechanical ability. He has not considered college. He has worked part time during the past three years, but was unable to save anything because it was necessary for him to contribute to the family income. His knowledge of vocational opportunities in his community is limited and he wonders what he will do after he graduates.

Describe how you would go about counseling him.

____

____

____

17. What do you consider to have been the most important experience you had while attending the Institute? Why?

____

____

____

18. Do you have any recommendations to make future Institutes more meaningful?

____

____

____

University of Pennsylvania
Human Resources Program

COUNSELOR INSTITUTE 1965 - 1966
REPORT ON PROJECTS

1. Name of Counselor: ______________________________

2. Name of School : ______________________________

3. Please fill in the following information as of September 1965:

   1) No. of full-time counselors in your school _____
   2) No. of part-time counselors in your school _____
   3) No. of students in your school _____

4. Have you developed a project as a consequence of the Counselor Institute?

   1) ( ) Yes
   2) ( ) Began a project but discontinued it
   3) ( ) No

If, "Yes", proceed to question No. 6. If "No", please answer question No. 5.

5. Please check or state the reason(s) why you did not develop a project.

   1) ( ) Insufficient time with regular work load
   2) ( ) Lack of knowledge of technique or method
   3) ( ) Lack of enthusiasm and cooperation of administration
   4) ( ) Non-cooperation of other members of school staff
   5) ( ) Non-cooperation of local industry
   6) ( ) Lack of interest of students
   7) ( ) Unavailability of needed materials
   8) ( ) Inadequate financial support
   9) ( ) Other (Please explain briefly) ______________________________

   ____

6. Would you like to develop a project for the school year 1966-67 with outside professional assistance?

   1) ( ) Yes   2) ( ) No

7. Do you have any ideas for projects that you would either like to develop yourself or have others develop?

   1) ( ) Yes   2) ( ) No

   3) If "Yes", please explain briefly. ______________________________

   ____

If you have developed a project since the Counselor Institute began (even if you have started one and discontinued it), please answer the following questions.

8. Please state the working title of project: ______________________________

____

9. Briefly describe the goals of the project and the plan (i. e., brief description of procedures including population, methods, techniques used, etc.) you have followed in developing the project.

    1) Goals: ____

    ____

    2) Plan: ____

    ____

10. Please state the names and associations of persons who have significantly helped in the development of this project.

Name	Position	Organization/Association	Type of Aid Given

11. In general, rate the degree of cooperation and participation of each group in the project by checking the following appropriately:

	Excellent	Good	Fair	Poor	Cannot Measure
1) Students	( )	( )	( )	( )	( )
2) Teachers	( )	( )	( )	( )	( )
3) Counselors	( )	( )	( )	( )	( )
4) Administration	( )	( )	( )	( )	( )
5) Business & Industry	( )	( )	( )	( )	( )
6) Others: (State to whom you are referring)					
______________________	( )	( )	( )	( )	( )

12. Have you developed any other methods for measuring the effectiveness of this project on the students?

    1) ( ) Yes   2) ( ) No

13. If "Yes", what is the method you have used, and what is the effectiveness of the program according to this measure?

____

14. If effectiveness has not been measured, do you have any plans to make a follow-up study?

    1) ( ) Yes   2) What are they? ____________________

____

14. Continued - - - 3) ( ) No

Please state whether there were any difficulties encountered in developing this project by checking "Yes" or "No" on the items below. If you check "Yes", briefly describe the problem(s) and the remedial techniques and procedures used to overcome the problem(s).

In the appropriate space indicate the type and degree of involvement in project for each of the following:

	Number of Persons Involved	Type of Involvement	Amount of Time Given
15. Students			
1) Male			
2) Female			
16. Teaching Staff			
17. Other Counselors			
18. Administrators			
19. Business/Industry Representatives			
20. Others: (Explain Briefly)			

21. What was the grade level of the students involved in this project?

1) Males ______ 2) Females ______

22. In obtaining needed materials. 1) ( ) Yes 2) ( ) No

3) Problem: ______

4) Remedial Techniques & Procedures: ______

23. In getting students involved. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

24. In obtaining the cooperation of the administration. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

25. In obtaining the cooperation of other counselors. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

26. In obtaining the cooperation of the teaching staff. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

27. In working with industry. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

28. In obtaining parental cooperation. 1) ( ) Yes 2) ( ) No
3) Problem:______________________________
4) Remedial Techniques & Procedures:____________________

29. In other ways. 1) ( ) Yes 2) ( ) No

3) Problem: ____

____

4) Remedial Techniques & Procedures: ____

____

30. From the immediate results you have obtained, do you think this project is:

1) ( ) Most Valuable 3) ( ) Of limited Value

2) ( ) Valuable 4) ( ) Not worth the effort Involved

31. Would you encourage other counselors to undertake similar projects?

1) ( ) Definitely Yes 2) ( ) Yes, with Qualifications 3) ( ) No

32. If the answer to No. 31 is "Yes", what special advice or suggestions would you offer?

____

____

____

____

____

33. Do you have any objections to publishing the results of this inquiry under your name? 1) ( ) Yes 2) ( ) No

University of Pennsylvania
Human Resources Program

COUNSELOR INSTITUTE 1965 - 1966
FINAL QUESTIONNAIRE

In previous questionnaires, you have discussed how you would counsel high school students from low-income families with the following characteristics:

Student A - A senior, academically gifted; high grades in languages and social sciences.

Student B - A senior, with average academic ability; below average grades in verbal areas; good manual dexterity and mechanical ability, whose part-time job earnings were contributed to family income, and who had no definitive vocational plans.

To provide further insight into the problems of counseling youth from low income backgrounds, would you please state how you would counsel this type of student, (hereafter called Student C).

Student C - His homeroom teacher has suggested that he come to see you. He is in the junior class. On his 17th birthday, a few weeks earlier, he tried to enlist in the military service but did not pass the mental test. He wants to stop school to earn money. He has held a few odd jobs, but has been unable to get a regular job because his mother, who works full time, needed him at home to help with the younger children. He is a quiet youngster and has never before come to the attention of an interested older person who could have advised and helped him to plan his future.

In counseling students from low-income Families similar to Student A (academically gifted), Student B (academically average), and Student C (academically below average), how would you rate your own capabilities with each type?

1. Qualifications for counseling

Student Type	Best Qualified (*)	Less Qualified	Least Qualified
A. (Gifted)	( )	( )	( )
B. (Average)	( )	( )	( )
C. (Below Average)	( )	( )	( )

(*)If you feel equally well qualified to counsel all three types of students, check the first column (Best Qualified).

2. Effectiveness of counseling

Student Type	Most Effective (*)	Moderately Effective	Least Effective
A. (Gifted)	( )	( )	( )
B. (Average)	( )	( )	( )
C. (Below Average)	( )	( )	( )

(*)If you feel equally effective in counseling all three types of students, check the first column (Most Effective) for each type.

3. Please check the appropriate cells for each student type to show those factors which most closely explain the degree of effectiveness you have expressed in #3 above.

	Student Type		
Reasons:	A	B	C
1) Professional training	( )	( )	( )
2) Information available	( )	( )	( )
3) Assistance available from community resources	( )	( )	( )
4) Personal preference	( )	( )	( )
5) Previous experience	( )	( )	( )
6) Availability of opportunities in community	( )	( )	( )
7) Other (list each separately)			
	( )	( )	( )
	( )	( )	( )
	( )	( )	( )

4. Which type of student do you most prefer giving vocational guidance to?

Student Type	Most Prefer (*)	Less Prefer	Least Prefer
A	( )	( )	( )
B	( )	( )	( )
C	( )	( )	( )

(*)If you prefer providing guidance for all three types equally well check "Most Prefer" column for each type.

5. Please number for each student type from one (most important) to five (least important) the five most important reasons that explain your answers to question #5 above.

Reasons	Student Type A	Student Type B	Student Type C
a) Urgency of task	( )	( )	( )
b) Greater certainty of success	( )	( )	( )
c) More interesting to work with	( )	( )	( )
d) Greater sense of personal accomplishment	( )	( )	( )
e) Greater challenge	( )	( )	( )
f) Greatest personal benefit to student	( )	( )	( )
g) Previous professional experience	( )	( )	( )
h) Professional training	( )	( )	( )
i) Other reasons, (list each separately)			
______________________	( )	( )	( )
______________________	( )	( )	( )
______________________	( )	( )	( )

6. In general, what is the percentage of students in your school, similar to each student type?

Percentage of each type	Student Type A	Student Type B	Student Type C
0-20%	( )	( )	( )
21-40%	( )	( )	( )
41-60%	( )	( )	( )
61-80%	( )	( )	( )
81-100%	( )	( )	( )

7. What is the percentage of students who come to you for vocational guidance similar to each type?

	Student Type		
Percentage of each type	A	B	C
0-20%	( )	( )	( )
21-40%	( )	( )	( )
41-60%	( )	( )	( )
61-80%	( )	( )	( )
81-100%	( )	( )	( )

8. Is there any special reason for the percentage distribution given in question 7?

a) Yes ( ) What is it? ______________________________

____

b) No ( )

9. What additional professional training, if any, do you think is necessary for counselors to provide up-to-date vocational guidance to each student type?

Student Type A ______________________________

____

Student Type B ______________________________

____

Student Type C ______________________________

____

10. From your counseling experiences with students similar to Student Types A, B, C, please number from one (1) (most important) to five (5) (least important), the five most important problems faced in the student-counselor relationship.

	Student Type		
	A	B	C
a) Student's financial situation	( )	( )	( )
b) His/her family problems	( )	( )	( )
c) Lack of motivation	( )	( )	( )
d) Lack of aspirations	( )	( )	( )
e) Poor schooling	( )	( )	( )
f) Low personal potential	( )	( )	( )

Question 10. (con't)

	Student Type		
	A	B	C
g) Inadequate vocational information	( )	( )	( )
h) Inadequate community resources available	( )	( )	( )
i) Insufficient job resources available	( )	( )	( )
j) Racial discrimination	( )	( )	( )
k) Ethnic and/or Religious discrimination	( )	( )	( )
l) Limited time available for vocational	( )	( )	( )
m) Other (list each separately)			
______________________	( )	( )	( )
______________________	( )	( )	( )
______________________	( )	( )	( )

11. Please offer any further suggestions, comments, or criticisms on any aspect of the Counselor Institute that would improve such Institutes in the future.

APPENDIX C

PROGRAMS FOR THE COUNSELOR INSTITUTE
AND
FOLLOW-UP WORKSHOPS

Counselor Institute July 19 - August 6

Monday, July 19, 1965

9:00 - 9:30 - Registration
College Hall, Room 200

9:30 - 9:45 - Welcoming Remarks
David R. Goddard, Ph. D.
Provost, University of Pennsylvania

9:45 - 11:00 - Overview, Purposes, Procedures
Howard E. Mitchell, Ph. D.
Director, Human Resources Program
University of Pennsylvania

Charles E. Scholl, Ph. D.
Director of Industrial Relations, Burroughs Corporation
Chairman, Ad Hoc Philadelphia Committee on Plans for Progress

Miss Helen Faust
Assistant Director of Vocational Guidance
School District of Philadelphia

11:00 - 12:00 - Discussion

12:00 - 1:00 - Lunch

1:00 - 3:00 - Panel Discussion: Key Issues in the Guidance for Vocational Development of Low-Income Youth
Moderator: Howard E. Mitchell, Ph. D.

Discussants: Howard M. Jones, Counselor
Benjamin Franklin High School, Philadelphia

Marvin Kaplan, Counselor
Wanamaker Junior High School, Philadelphia

2:00 - 4:00 - Panel Discussion: Recent High School Graduates Reflect on Their Counseling Experiences
Moderator: Ray M. Stine, Ph. D.
Staff Member of the Human Resources Program (HRP)
University of Pennsylvania
Educational Director, Project College Bound
Discussants: Three Students in Project College Bound
The University of Pennsylvania, 1965

Tuesday, July 20, 1965

9:00 - 10:00 - Administration of Counselor's Questionnaire
College Hall, Room 200

10:00 - 11:00 - A Pilot Residential Educational-Vocational Project:
Implications for Vocational Counseling
Howard E. Mitchell, Ph.D.

11:00 - 12:00 - Discussion

12:00 - 1:00 - Lunch

1:00 - 1:30 - Organization Unit Groups

1:30 - 2:30 - Administration of School Guidance Questionnaire
Edward E. Cahill, Ph.D.

2:30 - 4:00 - Innovation in Vocational Education

Albert S. Thompson, Ph.D.
Professor, Department of Psychological
Foundations and Services,
Columbia University
New York, New York

Discussant: John W. Struck, Ph.D.
State Director of Vocational Education
Department of Public Instruction
Commonwealth of Pennsylvania

Wednesday, July 21, 1965

9:00 - 10:00 - Demographic Facts About Low-Income and
Minority Populations
College Hall, Room 200
Everett S. Lee, Ph.D.
Director, Population Studies Laboratory
University of Pennsylvania

10:30 - 11:30 - Discussion

11:30 - 12:00 - Organization for Field Trips
Mrs. Helen Thatcher
Staff Member, Human Resources Program
University of Pennsylvania

12:00 - 1:00 - Lunch

Wednesday, July 21, 1965 Continued

1:00 - 1:30 - Administration of Counselor Questionnaire
Edward E. Cahill, Ph. D.

1:30 - 2:30 - Minorities in Metropolitan Philadelphia and the Labor Market
Everett S. Lee, Ph. D.

2:30 - 3:00 - Unit Group Discussion - Organize Units
College Hall, Room 200

Thursday, July 22, 1965

9:00 - 10:00 - The Blue-Collar Worker and His World
College Hall, Room 200
Arthur B. Shostak, Ph. D.
Assistant Professor of Sociology
University of Pennsylvania
Member, Advisory Council, Human Resources Program

10:30 - 11:30 - Discussion

11:30 - 1:30 - Lunch

1:30 - 4:00 - Field Trip No. 1

Friday, July 23, 1965

9:00 - 10:00 - Review of First Week of Institute
College Hall, Room 200
HRP Staff and Consultants

10:30 - 12:00 - Unit Group Discussion
College Hall, Room 200
Preparation of Weekly Group Digest

12:00 - 1:00 - Lunch

2:00 - 4:00 - Field Trip No. 2

Monday, July 26, 1965

9:00 - 10:30 - Panel Discussion: How to Find a Job
College Hall, Room 200

Moderator: Walter Cole
Service Superintendent, Philadelphia Plant
Fabrics and Finishes Department
duPont Company

Discussants: Mrs. M. Madelyn Daniels
Placement Representative
Re-Entry Systems Department
General Electric, Philadelphia

Mr. Rodney Barlow,
Bell Telephone Company

10:15 - 10:30 - Break

10:30 - 11:00 - Group Discussion

11:00 - 12:00 - Unit Group Discussion

12:00 - 1:00 - Lunch

1:00 - 1:30 - Project

1:30 - 2:30 - The Employment Process in Industry

Speaker: George W. Taylor, Ph.D.
Harnwell Professor of Industry
University of Pennsylvania
Member, Advisory Council, Human Resources Program

3:00 - 3:30 - Manpower and Retraining in Philadelphia

Speaker: Mrs. Ruth W. Prywes, M.S.W.
Social Caseworker
Graduate School, Bryn Mawr College

Tuesday, July 27, 1965

9:00 - 10:00 - Panel Discussion: The Initial Job Experience
College Hall, Room 200

Moderator: J. E. Keefe
Manager, Organization Development and Employment
Radio Corporation of America

Tuesday, July 27, 1965 (Continued)

Discussants: Benjamin W. Sallard
Manager, Manufacturing Proposal Programming
Re-Entry Systems Department
General Electric, Philadelphia

James Kelly
Bell Telephone Company, Philadelphia

Miss Nina V. Kinney
Personnel Assistant, Women's Division
Scott Paper Company, Philadelphia

10:30 - 11:00 - Group Discussion

11:00 - 12:00 - Unit Group Discussion: How to Prepare Low-Income Youth for Their Initial Vocational Experience
Human Resources Program Staff and Consultants

12:00 - 1:00 - Lunch

1:30 - 4:00 - Field Trip No. 3

Wednesday, July 28, 1965

9:00 - 12:00 - Communication Through Films
Annenberg School of Communications Auditorium

Moderator: Sol Worth, Director
Documentary Film Department
Annenberg School of Communications
University of Pennsylvania

12:00 - 1:00 - Lunch

1:30 - 2:30 - Presentation of Reactions to Films by Minority Youth

Moderator: Sol Worth, Director

2:30 - 3:00 - Group Discussion

Thursday, July 29, 1965

9:00 - 10:30 - Panel Discussion: Opportunities for Advancement on the Job
College Hall, Room 200

Moderator: Harvey T. Stephens, Vice President
Automatic Retailers Association
Philadelphia

Thursday, July 29, 1965 (Continued)

Discussants: Richard T. Kimball
Manager of Personnel Development
Re-Entry Systems Department
General Electric, Philadelphia

Horace F. Ether
Technical Supervisor
Fabrics and Finishes Department
du Pont Company, Philadelphia

Eugene Hindin, Vice President
Strick Company
Fairless Hills, Pennsylvania

William C. Ferguson
Director of Personnel
Acme Markets, Philadelphia

10:30 - 11:00 - Group Discussion

11:00 - 12:00 - Unit Group Discussion

12:00 - 1:00 - Lunch

1:30 - 4:00 - Field Trip No. 4

Friday, July 30, 1965

9:00 - 11:00 - Panel Discussion: Counseling Students in Vocational Choice I
College Hall, Room 200

Moderator: John E. Free, Ph. D.
Director of Counseling
University of Pennsylvania

Discussants: Henry Darmstadter, Ph. D.
Chief Psychologist
Community Mental Health Clinic
Pennsylvania Hospital
Philadelphia

Napoleon N. Vaughn, Ph. D.
Supervisor of Student Evaluation and Guidance
Community College of Philadelphia

11:00 - 12:00 - Group Discussion
Review of Second Week of Institute
Moderator: Howard E. Mitchell, Ph. D.

12:00 - 1:00 - Lunch

1:00 - 3:00 - Unit Group Discussion: Preparation of Group Report
HRP Staff and Consultants

Monday, August 2, 1965

9:00 - 10:00 - Vocational Development in a Changing Society
College Hall, Room 200

Speaker: Kenneth B. Hoyt, Ph. D.
Professor of Education
University of Iowa
Iowa City, Iowa

10:30 - 11:30 - Vocational Development and the Specialty Oriented Student Research Program

Speaker: Kenneth B. Hoyt, Ph. D.

11:30 - 12:00 - Discussion

Moderator: Edward E. Cahill, Ph. D.
Department of Sociology
Villanova University
Human Resources Program Staff

12:00 - 1:00 - Lunch

1:00 - 1:30 - Administration of Job History - Involvement Questionnaire

1:30 - 3:00 - Unit Group Workshop: Development of Special Projects
Human Resources Program Staff and Consultants

Tuesday, August 3, 1965

9:00 - 11:00 - Panel Discussion: Counseling Students in Vocational Choice II
College Hall, Room 200

Moderator: Robert G. Ballard, Ph. D.
Assistant Chief Psychologist
Veterans Administration Mental Hygiene Clinic
Philadelphia

Discussants: Miss Helen Faust
Assistant Director of Vocational Guidance
Board of Public Education
School District of Philadelphia

Gladys B. Longley, Ph. D.
Supervisor, Secondary Education
Prince Georges County School System
Prince Georges, Maryland

11:00 - 12:00 - Group Discussion

12:00 - 1:00 - Lunch

1:30 - 4:00 - Field Trip No. 5

Wednesday, August 4, 1965

9:00 - 10:30 - Panel Discussion: Ways of Improving Liaison Between School Counselors and Industrial Personnel
College Hall, Room 200

Moderator: Mrs. Sarah A. Smith
Speakers Bureau, Vocational Guidance Programs
Re-Entry Systems Department
General Electric, Philadelphia

Discussants: Rodney K. Barlow
Personnel Supervisor, Employment
Bell Telephone Company
Philadelphia

Jack Gelfand
Counseling Supervisor, Youth Opportunity Program
Pennsylvania State Employment Service
Philadelphia

Bernard Cobert
Supervisor, Vocational Guidance Service
School District of Philadelphia

10:30 - 11:00 - Group Discussion

11:00 - 12:00 - Unit Group Discussion

12:00 - 1:00 - Lunch

1:00 - 3:00 - Unit Group Discussion: Improving Liaison Between School Counselors and Industry
Human Resources Program Staff and Consultants

Thursday, August 5, 1965

9:00 - 11:00 - Pre-Vocational Training Opportunities
College Hall, Room 200

Chairman: Mrs. Helen Thatcher

Speakers: Charles Connolly
Area Chief, Employment Service
Pennsylvania State Employment Service
Philadelphia

Master Sergeant Joseph H. Schlecht
United States Army

David McIntosh
Philadelphia Commission on Human Relations

Thursday, August 5, 1965 (Continued)

11:00 - 12:00 -	Unit Group Discussion
12:00 - 1:00 -	Lunch
1:30 - 4:00 -	Field Trip No. 6

Friday, August 6, 1965

Closing Ceremony - Counselor Institute
College Hall, Room 200

OPENING REMARKS

Howard E. Mitchell, Ph. D.
Director, Human Resources Program

REMARKS

P. B. Lewis
Administrator, Plans for Progress National Office
Washington, D. C.

RECOGNITION OF GUESTS

INTRODUCTION OF SPEAKER

Jefferson B. Fordham, Dean
Law School, University of Pennsylvania
Chairman, Advisory Committee, Human Resources Program

ADDRESS

Gaylord P. Harnwell, Ph. D.
President, University of Pennsylvania

FIRST FOLLOW-UP WORKSHOP - Monday, November 22, 1965

AGENDA

9:00 - 9:30 -	Assemble: Benjamin Franklin Room Houston Hall - 2nd Floor 3417 Spruce Street Plan For The Day Howard E. Mitchell, Ph. D. Director, Human Resources Program
9:30 - 10:00 -	Remarks George E. Leonard, Ed. D. Professor of Education and Director of Guidance Wayne State University, Detroit
10:00 - 11:15 -	Project Critiques Discussion Groups on Current Projects
11:15 - 11:45 -	General Discussion
11:45 - 1:15 -	Luncheon and Keynote Address Ramon Scruggs Public Relations Manager American Telephone and Telegraph Company
1:15 - 3:00 -	Employment Process Role-Playing by School and Industrial Personnel
3:00 - 3:30 -	Summary

SECOND FOLLOW-UP WORKSHOP, March 21, 1966

9:00 - 9:15 - Opening Remarks: Howard E. Mitchell, Ph. D.

9:15 - 10:00 - Administration of Evaluation Questionnaire
Edward E. Cahill, Ph. D.

10:00 - 10:15 - Coffee Break

10:15 - 11:15 - Panel: NEW LIGHT ON COUNSELOR-TEACHER RELATIONSHIPS AS VIEWED BY:

Edward Itzenson, Principal, George W. Childs School
Mrs. Sarah Swerdloff, Counselor, Shoemaker Junior High School
Daniel Purnell, Chairman, Social Sciences Department
Stoddart-Fleisher Junior High

11:15 - 12:15 - Unit Group Discussions:
Review of Counselor Programs and Projects

12:15 - 1:45 - Luncheon
Speaker: Harvey Stephens, Executive Vice President
Automatic Retailers of America, Inc. (Slater)

1:45 - 3:00 - WHERE DO WE GO FROM HERE? - Discussion
Moderator: Mrs. Sarah Smith, Speakers Bureau
Vocational Guidance Programs
General Electric: Re-entry Systems Department

Focus-On Progress

The COUNSELOR INSTITUTE and FOLLOW-UP WORKSHOP NEWSLETTER

Volume 1, Number 5
June, 1966

HUMAN RESOURCES PROGRAM
UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA, PENNSYLVANIA

ISSUES IN COMPREHENSIVE SOCIAL PLANNING

Howard E. Mitchell, Ph. D.

(The following article is abstracted from the agenda paper Dr. Mitchell prepared for the White House Conference on Civil Rights, November 17-18, 1965. Unfortunately, space does not permit us to print the entire paper.

Comprehensive social planning is required to assure the success of any program which provides services in health, education, law enforcement, employment, recreation, or welfare for the Negro family. Such a program also necessitates an appreciation of social organization, the nature of social change, and the processes of communication and collaboration. The objective of this article, therefore, is to provide a "blueprint" for social policy planning.

Critics of anti-poverty efforts, welfare, urban renewal, and educational programs point out that planning is frequently concerned with only a part of the total problem. Their criticism is valid. When the President of the United States says America must use her knowledge and resources to improve the Negro citizens' lot, the home economist translates his words to mean better nutrition and child care; the housing specialist envisions new construction projects and the rehabilitation of public and private structures; the educator foresees better school buildings and blackboards. The President's phrase is rarely construed to mean a unified comprehensive social plan, involving all of these disciplines.

(Continued on Page 7)

ANOTHER LOOK AT COUNSELING

George P. Lehmann, General Electric Co.

Some of the present approaches to career counseling remind me of the 92-year-old bachelor who decided he would like to get married and buy a home near a school. Perhaps his timing was off a little.

And, perhaps there's something wrong with the timing of career counseling programs when they are aimed primarily at seniors in high school. By then it may be too late for anything except giving students a push along the direction they are already headed.

Career counseling can be most effective when begun at the middle school or junior high school level and continued through high school and college. Although a student isn't likely to select a career while in middle school, he certainly will have begun to show interests and aptitudes toward certain kinds of school activities and studies—and he will soon be choosing a high school program of study that may well determine his future role in society.

To make this selection wisely, he must have some knowledge of the consequences of his choices. He must know what's at stake. And the stakes are high—high both for him personally and for the community he will live in. Although his choice is a private one, it will affect the economic well-being of an entire community.

If he chooses, for example to take a vocational course for a trade in which jobs are declining, he may be committing himself and society to extensive future retraining or even welfare or unemployment expense.

A student at this level should have some knowledge of the future career opportunities available to him. It's not

(Continued on Page 3)

Focus-on Progress

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Mr. S. Theodore Woal.. Pupil Personnel and Counseling,
School District of Philadelphia

Focus-on-Progress has been published five times during 1965-66 by the Human Resources Program of the University of Pennsylvania. It is a part of the Counselor Institute and Follow-Up Workshop which was made possible through a grant from the U. S. Office of Education, Division of Adult and Vocational Research and the Philadelphia Plans for Progress.

* * *

PROJECT CORNER

FAIRMOUNT HEIGHTS HIGH SCHOOL, PRINCE GEORGE'S COUNTY, MD.

Mrs. Thelma Hill, Guidance Counselor

The Community-School Dialogue, "A Two-Pronged Approach For Releasing Human Potential" has continued to involve the students, parents, and teachers at the Fairmount Heights High School in an analysis of their community. The project was designed to help each child develop his maximum potential. The first "prong" sought to give the school family new perspectives in human affairs. Civic responsibilities, the individual's philosophy, and humanity's universal values were among the philosophical questions the students considered. Then, moving from generalities to specifics, the students explored new dimensions in the world of work and were given guidelines by which they could assess their personal potential.

Four faculty committees were established to implement the second phase of the project. The first committee related vocational programs concerned with work with the earlier discussions on human affairs. Another worked to improve communication between the school and perspective employers. This provided a backdrop for the work of a third committee whose task was to help students make future vocational plans wisely. The final group explored different methods by which each department, such as English, History, Mathematics, etc., could examine man's relationship to his society and his work within the framework of a specific academic discipline.

(Continued on Page 4)

READING ABILITY AND CAREER DEVELOPMENT

By S. Theodore Woal

Many youth seeking work are not prepared to take some step in their career development. One reason for their dilemma is that they cannot read at a sufficiently advanced level to (1) comprehend an advertisement, (2) write an acceptable letter for an interview, (3) complete an application properly, and (4) follow simple directions on the job. An analysis of standard reading test scores given in one school revealed that fifty percent of five hundred ninth grader students were retarded one year, and thirty-five percent were retarded two years or more in verbal ability. Retardation in reading skill is frustrating to the student and produces a higher high school dropout rate, coupled with later inability to obtain employment successfully.

Mr. David Richman of the Pennsylvania Employment Office recently stated that:

> We have people on our rolls here, but they have no skill, no experience . . . We have people who can't read or write. They can't give even a simple receipt. They couldn't fill a service station job (gasoline). And, we have those who just aren't motivated to work—so who would hire them.[1]

The lack of reading ability minimizes a persons participation in any activity associated with reading. This is most noticeable in a student's ability to complete homework assignments. An analysis of one hundred and fifty-six ninth grade students with a normal I.Q. range (103-106) showed that only twenty-two percent do homework five days a week, and fifty percent do it less than three times weekly. However, sixty-seven percent of these students indicated that they needed or received help with homework.

Frustration over not being able to read is also evident in the use these students make of the library. Thirty-two percent did not have library cards. A third of those with cards used them only "occasionally". How can decisions be made if one cannot read, resists reading, or senses no relationship between reading and the "reality" of personal goals?

The limited verbal ability of many of these students makes it unlikely that they would take the initiative to seek out accurate occupational information. Instead their sources may be individuals with outdated or distorted concepts about work. This distorted viewpoint is a result of their restriction to their immediate environment and the absence of adequate male role models in the home and the community at large.[2]

Knowledge about jobs and work can also be obtained from at least four additional sources: (1) formal education (school experience); (2) individual investigation of employment opportunities; (3) field trips, speakers, films and other audio visual aids; and (4) exploratory work experience. However, in many cases, students with limited reading ability do not possess the capabilities to obtain sufficient accurate vocational information. Therefore,

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CHANGES IN COUNSELING
THE COUNSELOR INSTITUTE'S RESPONSE

Edward E. Cahill, Ph. D.

The Odell survey strongly suggests the necessity for group counseling and classes in educational and occupational information. This survey further states the necessity for combining and expanding the vocational guidance and counseling services in which the role of the counselor "would become more one of leadership, consultation, and preventive service rather than that of waiting for referrals".

Data gathered during the Counselor Institute shows that although the Pupil-Counselor ratio is high (more than 550:1), this is less bothersome to the counselors than other problems. To the question: "If you were asked to suggest changes in the job of guidance counselor, what specific changes in the job would you suggest?", the most frequent response was to curtail non-counseling functions. The following table presents a breakdown of the responses to this question.

SUGGESTED CHANGES IN THE JOB OF GUIDANCE COUNSELOR

Response	Number	%
Curtail non-counseling functions	25	50
Improve staff relations	8	16
More emphasis on guidance, less on counseling	8	16
Lower Pupil-counselor ratio	6	12
Increase educational requirements for counselors	2	4
Encourage more community involvement	1	2

It strikes us as highly significant that the counselors themselves seem to be less concerned with reducing the number of persons to whom they may be of service than with changing the kind of services they now perform. Although the ratio of pupils to counselors may contribute to other problems, e.g., increases the amount of clerical work necessary, the participants in the Institute as a group did not see this ratio as the chief source of job dissatisfaction. Additionally, the evidence of the kinds of projects undertaken by the counselors indicates a distinct willingness to try new approaches in counseling children from low income backgrounds.

Unfortunately many of these projects, begun with zest following the summer Institute, were discontinued due to "insufficient time with regular work load". A cursory analysis of the thirty four project reports turned in at this date shows that sixteen of them were suspended or abandoned because of the pressure from "regular" duties.

If the innovations suggested by the Odell report are to be implemented there remains a pronounced need to permit selected counselors freedom from their "regular" duties to develop, experiment with, and measure the effectiveness of programs of counseling and vocational guidance that will accommodate larger numbers of students whose chief problems are that they do not know what opportunities are available in the community, what the specific job requirements are, nor what are the necessary means to avail themselves of these opportunities.

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ANOTHER LOOK AT COUNSELING

(Continued from Page 1)

necessary, of course, for him to pick a firm career goal at this age, but he should know some of the alternatives that can help him shape his efforts.

Most students of junior high school age have a built-in curiosity and fascination for careers that are in the public spotlight. For instance: our schools are filled with would-be astronauts and space pilots. But ask them the requirements to become an astronaut and the answers would probably range from "you have to be able to fit in a small capsule" to "you must look nice for television."

The solid engineering and technical background required for astronauts, along with the obvious requirements for physical fitness, represent the real experience parameters for this kind of career. Although few students will actually become astronauts—many can benefit from information about the kinds of academic preparation needed for the rigorous technical problems being solved by the aerospace industry. Thus, the energies of a would-be teenage astronaut can be guided into a productive engineering or scientific career.

It's a truism that today, more than ever, specialized training is the passport for vast numbers of jobs. Before a person selects his brand of training and education, he must know the meaning of his commitment.

Providing him with this knowledge is a responsibility that goes beyond the walls of his classroom. It's a responsibility that must be shared by the school system, the society, and industry. At General Electric's Re-entry Systems Department, we recognize and accept this obligation—and, not unselfishly, hope for an eventual harvest of trained and trainable people for our increasing employment needs.

In 1965, for example, members of our vocational guidance and career counseling program spoke to audiences of more than 52,000 students, many of them at the junior high school level. This year we expect to reach even more students—plus an increasing number of parents.

Although the range of our program is ambitious, its twin goals are simple: to inform and to inspire. To inform about the expanding number of career opportunities—and to inspire students to look beyond the immediate satisfactions of today and plan for a role in solving the tasks of tomorrow.

READING ABILITY

(Continued from Page 2)

they cannot make a meaningful tentative career assessment.

This deficiency in reading and comprehension is expressed in the student's unrealistic choices of job interests. It is not uncommon for persons of limited reading ability to indicate vocational interests such as pilot, doctor, or electronics engineer, without having surveyed the literature in these areas. Their desire is based on minimal exposure to the profession during a "plant visit" or a speaker at a "Career Forum".

One researcher in this area noted in a study involving vocational interests that:

> "Knowledge of occupational requirements was scanty, sometimes romanticized and often erroneous."[3]

His study group of severly disadvantaged students showed that the initial phantasy choices and those selected after field trips and speakers were as follows:

Phantasy Choice	Final Selection
Baseball Player	Radio and TV Repairman
Baseball Player	News Reporter
Baseball Player	Lawyer
Engineer	Electrical Technician
Scientist	Baker

Thus, exposure to the world of work through field trips, films, speakers may lead to unattainable aspiration and unrealistic choices of future work.[4] The ability to comprehend the written word is both the sobering and motivational condiment in vocational choice. Therefore, a comprehensive reading development program must be considered as an integral part of the vocational guidance program for this type of student.

What are some of the techniques and methods that could be used to improve reading as it relates to career development? They may be summarized as follows:

1. An intensive in-service training in the fundamentals of corrective reading should be mandatory for all teachers. This would enable them to integrate remedial reading into classwork.

2. Class time should be devoted to vocational readings. Students should be helped to comprehend what is expected of them in a work situation.

3. Work Experience and Work Study programs should require attendance at correctional reading clinics where necessary.

4. Vocational Guidance resource materials should be rewritten so they challenge the reading and comprehension ability of the student. Almost all this material is beyond these students' ability. This usually leads to their ignoring literature about employment. Operation Outreach (after school tutoring in reading) should be used for students whose reading level is below the norm for their class.

5. Neighborhood Youth Corps should also require these students to attend reading clinics.

6. Complete curriculum in "Career Guidance" (similar to New York City Plan) should be initiated.

7. Involve parents in group counseling and guidance. This would acquaint the parents with the need to develop the students' motivation sense through books, magazines, trips to museums, and visits to historical places.

[1] DeWolf, Rose, "Idle Workers. Can't Fill Jobs Survey Shows," Philadelphia Inquirer, Dec. 26, 1965.

[2] Deutsch, Martin, "The Disadvantaged Child and the Learning Process," Education in Depressed Areas, (New York: Columbia University Press, 1963), pp 163-179.

[3] Neuberger, A., Vocational Interest and Choice, (New York: Columbia Univ. N.D.E.A. Inst., 1964) unpublished.

[4] LaCasio, Ralph, "Delayed and Impaired Vocational Development, A Neglected Aspect of Vocational Development Theory," Personnel & Guidance Journal, XLII, #9, (May 1964) 885-887.

PROJECT CORNER

(Continued from Page 2)

The work was coordinated so that all participants were familiar with what the others were doing. Programs scheduled drew on community, industrial, business and governmental personnel. This gave the children information which the faculty would have had difficulty obtaining otherwise. Field trips, displays and group discussions were used to augment the knowledge gained from visiting lecturers. The project, because it successfully encompassed so many aspects of the student's environment, has proven instrumental in broadening his perspective of the community.

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THOMAS A. EDISON HIGH SCHOOL

Naomi H. Shafer, Albert W. Stein, Guidance Counselors

Each year Thomas A. Edison High School admits a large number of students who have been dismissed from Catholic secondary schools because they failed to adjust to the parochial school standards of achievement, attendance and behavior. A study made during 1960-61 indicated that 85% of the transfers failed to graduate from high school. The administration at Thomas Edison decided, therefore, to form a group to provide these boys with educational and vocational information. It was hoped that the group guidance session would give them the incentive to remain in school until they obtained a diploma.

About fifteen students participate regularly in the semi-monthly meetings. Questionnaires to determine the students interests were administered, and lectures on

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vocations in which they expressed interest given. Literature on different jobs was also provided and the boys were encouraged to browse through the material and discuss it with the counselors. Before the end of the year the students will take trips to a nearby industrial plant and a technical school to augment the knowledge they have gained in the school meetings. Their enthusiasm about the program reflects a new interest which these "potential dropouts" have developed in education.

BENJAMIN FRANKLIN HIGH SCHOOL

Sylvia G. Ashler, Guidance Counselor

An attractive new diner, complete with stainless steel equipment, is now a classroom for a small group of students enrolled in the trade preparatory program at the Benjamin Franklin High School. This course, in restaurant practices, is taught by an experienced restaurateur. It was initiated in response to the food service industry's need for qualified personnel. Already the culinary efforts of the course's participants have gained the approval of the faculty and students.

Restaurant practices courses have previously been offered in the city's Technical high schools, but this is the first time one has been offered in a regular high school. While it is not as intensive as the courses offered by Technical high schools it does provide the students with an opportunity to learn the rudiments of the restaurant business. Nutrition, cleanliness, the purchase, preparation and serving of food are discussed and put into practice in class.

STODDART-FLEISHER JUNIOR HIGH SCHOOL

Jacqueline Evans, Guidance Counselor

New approaches to urban education continue to concern the professional study groups at Stoddart-Fleisher Junior High School. By exploring these questions, Principal Samuel Staff, and the faculty hope to learn more effective means of dealing with the culturally deprived child. They are evaluating ways of teaching in an urban environment to determine what they can do to make education more meaningful for their students.

Dr. Howard E. Mitchell, Director of the Human Resources Program has acted as consultant to the groups. At their first meeting he discussed "An Overview of the Problems of Urban Education." He stressed environmental factors which influence a child's attitude toward education, and emphasized that an alert teacher can help the urban child develop his fullest potential despite the lack of a congenial home environment. In conclusion he posed the question "Is education a force for change, and if so, how can it best be effected?" This question was then discussed informally among the faculty.

The professional study groups will continue until June, 1966. Already, however, the Stoddart-Fleisher faculty are finding that discussion and study have improved the channels of communication between themselves and their students.

INDIA'S EX-UNTOUCHABLES: THEIR MESSAGE TO US

By Marie Dohan

A Review of India's Ex-Untouchables by Harold R. Issacs (New York: The John Day Co., 1964).

Perhaps the reader will consider it far afield to find a discussion of a book on India's Ex-Untouchables in a newsletter devoted to guidance counseling. What do the social problems of India have to do with the Counselor Institute?

Sometimes the best way to understand a problem is to survey it from a distance. We are all, whether white or non-white, so involved in our color caste system that we find it difficult to view it objectively, or to find reasonable solutions to the immense problems it has created. We take for granted that differences in race and color cause much of the unrest in our present society. It is necessary that everyone, particularly the professional people who play a role in bringing about social changes, recognizes that differences in race and color per se have not created our social problems. Rather, it is the fact that we have permitted race and color to be dominating factors in social group relations, including education, employment, housing and voluntary associations. By this, we have created a caste system which is incongruent with the values of our democratic society.

There is no formula which determines the perception of social difference in all societies. In the United States, at present, one of the most important factors in our social perception is color. We have done away with factors which, in other countries, have played havoc with social harmony for generations. In Belgium, it is language; in Holland, religion. Most Belgians and Dutch think that social harmony can be achieved only through elimination of language and religious differences. They forget that the Swiss have lived in national harmony for many generations with four different languages and several different religions. What is socially relevant is not only the result of historical development, but also of the will of a people to keep it so, whatever the reasons, may be.

We are able to look at India and her caste system objectively and unemotionally. By doing so we gain needed insight into our own social system. Harold R. Isaacs, the author of India's Ex-Untouchables, went to India in 1965 to learn what had happened to the Untouchables during the first fifteen years of Indian independence. Untouchability was legally abolished in 1947. Since then, to help speed the social and economic elevation of groups from the lowest levels of the population, "reverse discrimination" has been used. Preferential treatment in education, employment, and other social welfare services has been given to those who were formerly discriminated against. Nevertheless, change has been slow.

Who were the Untouchables of India? The origin of the system is lost in Indian history. At one time color and race may have created the distinction, but this is no longer the case. The system was probably developed to keep conquered people in subjugation and restrict them to the meanest and lowest, but socially necessary, occupa-

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SECOND WORKSHOP SUCCESSFUL

The second and final Follow-Up Workshop of the Counselor Institute was held at the University of Pennsylvania on March 21. Entitled "Looking for New Approaches in Improving the Competence of Guidance Personnel," the purpose of the program was to give the counselors an opportunity to review their accomplishments of the past year and discuss ideas and projects which they hope to develop and carry out in the future. Prior to the morning panel discussion, Dr. Howard E. Mitchell, Director of the Human Resources Program, reported some of the findings of the Institute data which his staff has been evaluating, and distributed a second questionnaire. The panel, consisting of a guidance counselor, a teacher and a school principal, then addressed the group on the topic "New Light on Counselor-Teacher Relationships." According to the guidance counselor, relationships between the counselor and the individual student must be strengthened, and both the teacher and the counselor must view the student as an individual. The teacher then pointed out that to achieve this, the counselor must make an effort to appreciate the special conditions of the teacher's relationship with a student in the classroom situation. The final panelist, a high school principal, stressed that many facets of the counselor's task require that he be able to communicate not only with the student but also with the faculty, the administration, the parents and the community. The promise, as well as the problems, of such communication were revealed in the discussion which followed.

Mr. Harvey T. Stephens, executive vice-president of Automatic Retailers of America, Inc., was the luncheon speaker. His analysis of increasing manpower needs, particularly in the service industries related to health, education and welfare, was optimistic, and he appealed to the counselors to familiarize themselves with these trends and requirements so that they might more realistically advise and challenge their students to prepare for meaningful futures after completion of high school.

At the afternoon session of the Workshop, the counselors explored the question, "Where Do We Go From Here?". Among the points on which there was a considerable consensus were the recommendations that:

1. Professional standards for counselors be clarified and formalized.

2. Projects to provide students with better career information continue to be developed in the schools.

3. Counselors explore and utilize any community resources which would enhance their understanding of the social and economic environment of their students.

4. Counselors continue to seek and develop more effective methods and information for vocational advising.

In conclusion, a representative from industry summarized the mutual commitment industry and counselors have to improve vocational guidance in the schools and pointed out some of the directions which this cooperation might take.

It is apparent that industry representatives and counselors have been enthusiastic about the Counselor Institute and Follow-Up Workshops. For the counselors, the Workshops have provided a forum for exchanging ideas, an occasion for becoming acquainted with their colleagues, and an opportunity to assess some of the changes occurring in their profession in the Philadelphia area. For industrial personnel, it has been an opportunity to become acquainted with guidance counselors, and become aware of areas in which they can help the educational system train tomorrow's labor supply.

SATURATION GUIDANCE - A PILOT PROJECT

Marvin L. Kaplan, Wanamaker Junior High School

Webster's New Twentieth Century Dictionary (Unabridged) gives the following definition of "saturation bombing"—"The practice of dropping an intense concentration of bombs almost simultaneously from a number of bombers in close formation, in order to destroy virtually everything in a given target area." What happens when this concept is applied to the design of a school guidance program?

This year, our school has attempted to see if a concentration of guidance activities could be provided in a single area. The focal point was our eighth grade, but other grades were also included. The broad area of health careers was selected as our concentration base, because of the success of "one shot" Forum programs in this area during the two preceding years. Our plan was to give a good concentration of programs and activities to all students in the eighth grade, and to give a stronger concentration to certain interested students. The program was planned with the eighth grade chairmen and was approved and supported by the principal. Interested staff members lent encouragement and support.

These activities were sponsored during the year: 1) Over fifty students attended a Health Careers Rally at Drexel Institute of Technology; 2) The entire eighth grade saw "Helping Hands for Julie," an excellent film depicting the wide range of jobs done by a hospital health team; 3) Three field trips were made to the Department of Public Health, City of Philadelphia, Pennsylvania Hospital, and an Open House for Nursing at Chestnut Hill Hospital; 4) A visiting lecturer in Nursing from the Philadelphia General Hospital spoke; 5) A panel presentation was made by six representatives from Jefferson Hospital during Health Careers Week; 6) Two Beaver College students did a follow-up survey of the reaction of the students to the Health Careers Rally at Drexel. Forty of the children participated in the survey; 7) Eligible students were encouraged to sign up to do volunteer work in a hospital this summer; and 8) A program was given by the school nurse with an official of the Department of Public Health, City of Philadelphia. Students interviewed at the conclusion of the program seemed to know a heartening amount about careers in this field.

One shortcoming of the program, however, was a lack of scientific evaluation of its effectiveness. Hopefully this will be corrected next year when we plan to expand the program to include several occupational areas.

COMPREHENSIVE SOCIAL PLANNING

(Continued from Page 1)

While the concept of social planning must be applied to the entire community, it is difficult for policy makers in government, education, industry, or human rights to think in this manner. When viewing a project in terms of their professional knowledge, these men see the issues in specific terms. They are concerned with either the family, delinquency control, employment, housing, municipal administration, school construction, or health services, but they seldom realize the inter-relationship of these areas. Moreover, specialized agencies develop projects in specific areas, enlist staffs and proceed to spend their budgets as rapidly as possible while ignoring projects other groups have undertaken. Little or no thought is given to the creation of a unified program to dispense funds or pool the knowledge gained by the individual endeavours. Thus, work done by one organization is often unnecessarily duplicated by another agency. With a comprehensive social plan this could be avoided.

Social organization demands that changes in "the Negro" community be viewed in relation to changes in the total community. For example, if a Negro-dominated credit union is proposed within a Negro residential community, it is fallacious to consider it solely in terms of whether it estranges or integrates the Negro into the community. Money loaned by the credit agency would not be spent only in the Negro community. This Negro-dominated credit union would effect the white as well as the Negro community.

Today, we must seek to alleviate the tensions created by the inequalities within our social system. Technological, educational and "Negro" revolutions to abolish these inequalities demand that attention be given to the interaction of the components of the social system. Society must be reminded that educational programs, begun under Title IV of the Civil Rights Act, represent educational advances for whites as well as Negroes. Everyone benefits from the implementation of quality integrated education, just as everyone indirectly benefits from the expansion of a child's horizons which results from cultural diversity.

The Civil Rights movement has spotlighted many problems of our rural and urban communities. Solutions to these problems are possible only if the total challenge is considered. For example, compensatory education for the "culturally deprived" Negro has an immediate affect upon teacher training, methods of instruction, school facilities and the development of motivational techniques used to educate all students. The protest movement which we call the Negro Revolution is being spearheaded, not by the most downtrodden members of our system, but by Negroes whose values are almost completely associated with their acceptance as equals by society. They are frequently more eager for success than are their less fortunate compatriots. Persons involved in social planning must increasingly seek out and consult this emerging Negro leadership, for they are an indigenous source of leadership for social change and provide insight into one aspect of this complex problem of total social planning.

Communication, decision making, role and power allocation, and manpower input are the crucial variables in our society. Welfare services for Negro families must be considered in terms of their impact upon the economic, political, and social life of the entire community. Interdisciplinary support and communication must be established at all levels of social planning and action. In many programs the non-professional can play a distinctive role. Professional workers have frequently hesitated to train non-professionals, however, due to a lack of interdisciplinary and intra- or inter-agency communication and cooperation. This has been true even where professionals recognize the importance of grass-root leadership. We cannot afford to neglect such human resources nor to continue to ignore other disciplines.

Full equality for all citizens is necessary if we are to achieve the Great Society. Everyone must participate in the efforts to alleviate conditions which frustrate and debilitate minority groups. Personal betterment for the Negro can be brought about only through social action based on a growing community consciousness of the needs of everyone.

INDIA'S EX-UNTOUCHABLES:

(Continued From Page 5)

tions. Powerful groups enforced the system by custom, tradition and law, and sanctified it by holy writ. By 1947, some 65 million people, one-sixth the population of India, had sunk "to the lowest estate into which any people have ever fallen anywhere at any time in human history." The Untouchables were a people whose touch polluted others and elaborate regulations were established to insure their complete separation.

Over the generations, this debasement of an entire group has built psychological cages which still imprison most Indians, the debaser no less than the debased. The debased internalized their debasement. They lived within the value system of Hindu society, subject to its sanctions and rules, yet kept beyond the pale, beyond touch. Unseeable, Unapproachable, Unbearable, the Invisible Men of India, they were forbidden to study the holy writ which contained the justification for their debasement. It took one of their own, B. R. Ambedkar, who, because of an English education, was able to step outside the Hindu value system, to break through the vicious patterns of Hindu tradition and end the Untouchables' age of helplessness.

It is particularly interesting to note that the distinction between Hindu groups, which permits one group to consider itself superior to another, is not one of physical appearance. Isaacs writes, "If all touchables and Untouchables were reshuffled and somebody tore up the scorecards, no one, at least on the score of physical appearance, could tell them apart." The mark on the people is not physical, but social, traditional, religious and psychological. Intrinsically, nothing has ever set the Untouchables apart from other Indians except the will of the people to do so.

There has been progress since Untouchability was

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legally abolished in 1947. Legal rights to normal life have been established for all; social disabilities have been removed; temples, wells, public facilities, are open to everyone. Important changes are taking place as millions of ex-Untouchables become educated. In the cities, as a natural consequence of the anonymity of modern urban life, caste is losing importance, and great numbers of ex-Untouchables are becoming educational and professional leaders. In the villages, however, little has changed. Here, where most of the Untouchables live, custom takes precedence over law. To enable these people to free themselves from the bondage of the traditional, religiously sanctioned caste system is the most distressing task facing India today.

To the Americans, who supposedly live in a society in which equal social status is sanctioned, the Indian caste system seems incomprehensible until we realize that we too have permitted ourselves to be imprisoned in psychological cages. A look at areas such as Puerto Rico and Brazil makes us understand that non-white and white can live in social harmony. India, however, shows us that social cleavage through the debasement of whole groups results when a people permits any characteristic to become socially degrading. Physical differences need not be present.

Isaac's study of interaction between political change and group identity in India can help us understand ourselves better. As one-tenth of the United States' population struggles towards equal participation in our national life, we must realize there are unseen obstacles to this goal through laws and customs we have permitted groups within our society to be socially and economically degraded on the basis of physical appearance. As in India, laws can undo some of the evil that has been done. Educational and economic advancement can erase some of the differences. However, it will take much psychological remaking to bring about true equality. In this remaking those who shape the minds of the young have a great responsibility. We need not teach our young to become color blind. Rather, we must teach them to transcend the customary, traditional categorization of groups by color, and to judge their members on individual worth. Only by understanding that the psychological color cages in which most of us, white and non-white, dwell, have been fashioned bar by bar by various interests, sanctioned by tradition, and solidified by law, can we hope to escape from them ourselves, and help our young to grow up in freedom and human dignity.

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INDUSTRY LINE

Chemical and Engineering News devoted its March 14, 1966 issue to "Career Opportunities: The Post College Years." Although primarily concerned with the chemical industry's need for college trained personnel, articles about long term manpower needs, career guidance, automation and job hunting explored subjects of interest to guidance counselors whose students will get jobs immediately after graduating from high school. The articles approach counseling from an industrial viewpoint and, therefore, give greater perspective to the question of industrial hiring practices.

One article, "A Guide to Job Hunting Tools," is a bibliography of pamphlets, agencies, directories and classified listing of employment opportunities in chemical industries. Among the books which they considered to be invaluable in planning a career were: R. C. Calverty, Jr. and J. E. Steele, Planning Your Career (New York: McGraw Hill Book Co., 1963); U. S. Dept. of Labor, Occupational Outlook Handbook (Washington, Department of Labor, 1965); and T. Wachs, Jr., Careers in Research Science (New York: Henry F. Walck, Inc. 1961).

Counselors will find this supplemental issue of Chemical and Engineering News well worth perusing for it contains a great deal of helpful information. Its articles may enable you to direct your Seniors towards more rewarding careers in the chemical industry.

A plan for effective individual involvement in a community's equal opportunity activities is outlined in a recent publication of the Community Relations Committee of Plans for Progress. The manual, entitled "The Time is Now", stresses that minority groups are struggling to acquire freedom from unlawful discrimination, and freedom to build their own futures. By establishing a non-discriminatory employment policy, American business can provide the leadership which will enable minorities to attain these freedoms. In an effort to help our society attain these goals the manual discusses imaginative ways companies can make the public aware of their employment opportunities for minority groups.